

AGENDA FOR BOARD OF DIRECTORS
AUBURN SCHOOL DISTRICT NO. 408
Monday, August 27, 2012

- I. TIME AND PLACE
 - 1. 7 p.m. at the James P. Fugate Administration Building
- II. ROLL CALL
 - 1. Roll call of board members
- III. PLEDGE OF ALLEGIANCE
- IV. AUDIENCE PARTICIPATION
 - 1. Written communications
 - 2. Scheduled communications
 - 3. Unscheduled communications
 - 4. Community groups and organizations
- V. LEGISLATIVE UPDATE
- VI. STUDENT PARTICIPATION
 - 1. Request for travel
- VII. SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT
 - 1. 2009-12 District Strategic Improvement Plan quarterly progress report
 - 2. 2011-12 Student achievement dashboards
- VIII. PERSONNEL
 - 1. Certificated and classified personnel report
 - 2. Co-teaching presentation
 - 3. Ratification of agreement
 - 4. Ratification of agreement
 - 5. Approval of salary schedule
- IX. BUILDING PROGRAM
 - 1. Resolution No. 1162—Certification of Authorized Agents
 - 2. Resolution No. 1163—Certification of Racial Balance for the Auburn High School Modernization and Reconstruction Project
 - 3. Approval of Auburn High School Modernization and Reconstruction Educational Specifications

IX. FINANCE

1. Vouchers
2. Financial statements

X. DIRECTORS

1. Approval of minutes
2. 2012-13 state district goals
3. Discussion
4. Executive session

LEGISLATIVE UPDATE

The board will discuss legislative items.

STUDENT PARTICIPATION

1. Request for Travel

- a. Thirty Auburn High School students request permission to travel to Seaside, Oregon, Friday to Saturday, September 21-22. The purpose of the trip is to attend the Cross Country Invitational. Lodging and meals will be at Camp Rilea and travel will be by charter bus. Lodging and meal expenses will be paid by students. Greg Isham and Lacey Way, Auburn High School teachers, request permission to accompany the students. Substitutes will be needed for one half day.

Recommendation:

That the above trip be approved as requested.

SCHOOL PROGRAMS AND STUDENT ACHIEVEMENT

1. 2009-12 District Strategic Improvement Plan Quarterly Progress Report

Rodney Luke, associate superintendent of K-12 student learning and technology, will present the 2009-12 District Strategic Improvement Plan fourth quarter progress report for the 2011-12 school year. This presentation aligns with the Auburn School Board 2011-12 Stated District Goals, Standard II ("Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations and celebrate success."); Goal 1 ("Continue to monitor and market the progress for the third year of the Auburn School District Strategic Improvement Plan").

2. 2011-12 Student Achievement Dashboards

Rodney Luke will introduce Julie DeBolt, assistant director of assessment and NCLB, who will present the second semester 2011-12 student achievement dashboards for DIBELs; MAP; middle school honors program enrollment; ninth grade student credits earned toward graduation; high school honors program enrollment; high school advanced placement program enrollment; and high school advanced career and technical education program enrollment. Mrs. DeBolt will answer questions from the board. This presentation aligns with the Auburn School Board 2011-12 school year stated district goals, Standard IV "Hold School District Accountable for Meeting Student Learning Expectations;" goal 5 ("Increase student participation in honors, advanced placement, and advanced CTE programs"); and goal 6 ("High schools will increase credit attainment at 9th grade 10%").

2011-2012 Strategic Improvement Plan Implementation

Begin

In Progress

Completed

Goal 1 Student Achievement:

With district support, leadership and guidance, each student will achieve proficiency in the Washington Comprehensive Assessment Program (WCAP) and all schools will meet adequate yearly progress by meeting or exceeding the Washington State Uniform bar in reading and mathematics in grades 3 through 8 and 10.

Objective 1 a Professional Learning Communities:

Schools use Professional Learning Communities within grade levels and between grade levels to increase student achievement using common assessments, interventions, and extended learning.

Evidence:

Schools have functioning Professional Learning Communities in place.

Strategies:

Evidence:

D M J

Comments

1.a.1 Establish Professional Learning Communities at each school

Schools have master schedules clearly identifying time for Professional Learning Communities

D M J

Master schedules include one hour late starts on 24 Mondays for secondary and 25 Mondays for elementary schools for the 2011-12 school year. K-12 PLC Committee (AEA/ASD) implemented in a collaborative effort to ensure PLC effectiveness.

February 2012: Cross district PLC meetings and protocols for high school marketing and electronics certificated CTE staff were approved to allow more frequent cross district meeting to meet the learning needs of staff and students. Lea Hill, Mt. Baker Middle School, Pioneer and Chinook Elementary have provided the school board with an update on their student learning progress and use of PLC time. A district wide PLC survey of certificated staff was completed to assess progress of PLC's.

March 2012: Results of the District wide PLC staff survey were shared with the school board. Dick Scobee and Lake View Elementary school have provided the school board with an update on their student learning progress and use of PLC time.

1.a.2 Establish district-identified power standards for each grade level and content area

Power standards are published for math, science, reading, writing and communication by Sept 2009 and other content areas by 2011

D M J

Secondary level ELL power standards have been completed. Additional power standards are being developed for various instructional programs. Including, Arts, Music, Career and Technical, and electives.

Power standards have been published for high school English Language Learners, K-12 Physical Education. K-5 Music power standards are in draft.

Power Standards updated for high school Language Arts: LA9, LA10, American Literature and Senior English.

Secondary level ELL Power Standards have been completed. High School ELL piloted using Power Standards to communicate progress through the Skyward grade book.

Following the PSED trainings on CCSS ELA and Mathematics, K-2 teachers rewrote their Mathematics Power Standards. District wide distribution will take place in August 2012.

1.a.3	Develop common formative assessments aligned to the power standards that prepare students for summative assessments	Common assessments are posted to the district Intranet as they are created		<p>Pilots of common assessments for reading (elementary only) and math (elementary and secondary) began in fall of 2011. Common assessments for reading, science, and social studies by grade span are being developed.</p> <p>Following the PSESD trainings on CCSS ELA and Mathematics, K-2 teachers rewrote their Power Standards in mathematics. They will begin piloting the new Power Standards fall of 2012.</p> <p>Common assessments are shared and piloted through the standards-based pilot committee work. 4th grade math review items were created and distributed to the teachers to be used as entry tasks and the foundation for a cycle of review of the math standards. 5th grade items will be completed in 2012-13</p>
1.a.4	Implement a pyramid of interventions at each school to address students not meeting standard	At a minimum, schools report three times a year to the Department of Student Learning the number of students receiving interventions and show an increase of 10% in the number of students at or above grade level as indicated by DIBELS, MAPs, and/or reduction in the numbers of D's and F's		<p>The school board was updated on DIBELS, MAPs, on-time graduation, advanced and honors course enrollments, and ninth grade credits earned toward graduation during their July 25, 2011 board meeting. Schools use this data to develop master schedules and to provide students appropriate intervention or enrichment opportunities.</p> <p>The school board was updated on DIBELS and MAPs, during December board meeting. Schools used the data to adjust master schedule and place students in appropriate intervention or enrichment opportunities. A consultant is providing support to Olympic, Cascade and Rainier Middle Schools in reading using AimsWeb assessments to progress monitor student achievement in meeting reading standards.</p> <p>Compared to fall semester 2010, comprehensive high schools have reduced the numbers of ninth grade students receiving D's and F's. ARTeam (Autism Resource Team) provided school board an update of on-going training and support for staff.</p> <p>Compared to fall semester 2010, ARHS reduced the number of ninth grade F's by 10.9%. AMHS has reduced the number of D's and F's by 150 across multiple grade levels. AHS ninth graders failed 74 fewer classes compared to fall, 2010. ARTeam (Autism Resource Team) provided school board with an update of on-going training and support for staff.</p> <p>The school board was updated on DIBELS and MAPs, during their December board meeting. Schools used the data to adjust master schedule and place students in appropriate intervention or enrichment opportunities. The end of the year update for DIBELS and MAPs will go to the school board in late August.</p> <p>Work began at Rainier and Cascade to strengthen tier 2 intervention model and to align working instruction between ELL, LAP, RR, and their BEA funded intervention classes. Rainier staff are focusing on student placement in both reading and math to align support within the tier 2 intervention structure. Cascade's focus is 6th grade reading. Olympic is continuing work on their intervention model.</p>
1.a.5	Establish extended learning models at each school to address students who are at or beyond standard	At a minimum, schools report three times a year to the Department of Student Learning the models of extended learning that have been developed, the number of students receiving services, the percent of students at/above grade level as indicated by DIBELS, MAPs, and ninth graders earning three credits toward graduation		<p>The school board was updated on DIBELS, MAPs, on-time graduation, advanced and honors course enrollments, and ninth grade credits earned toward graduation during their July 25, 2011 board meeting. Schools use this data to develop master schedules and to provide students appropriate intervention or enrichment opportunities.</p> <p>AMHS approved to pilot "UW in the High School" in 3 content areas for 2012-13. AMHS Core/Choice Program provides 20 minutes of enrichment opportunities for students 4 days per week.</p>

1.a.6 Implement staff development on Professional Learning Communities, research-based instructional strategies, power standards, common formative and summative assessments, interventions, and extended learning

Focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)

Professional Development for Teaching & Learning:	# Participants
Phonics Blitz (Reading Intervention Grades 3-12)	46
Teaching Reading Comprehension to K-5 ELs	20
Sheltered Instruction Observation Protocol (SIOP, protocol for designing and implementing lesson to support language acquisition in core content areas.)	26
Project GLAD (23 Tier 1 participants, 4 coaches completed Tier 3 certification.)	27
Center for Teaching and Learning Research-to-Practice Conference (Strands included adolescent literacy, mathematics, behavior intervention.)	18
Standards-Based Expanded Pilot and Beta Study Training (Power standards, common assessments, consistent principles of grading. Total of 187 teachers participated.)	137 Elem. 30 MS 20 HS
FitnessGram Training (Assessment tool for fitness.)	28
Strategies for Secondary Mathematics (Aligned math materials to the standards and assessments.)	75
Jumpstart to K (Pre-K literacy strategies used during summer school instruction.)	18
Using MAP Data	12
AIMSweb Training (Secondary reading and math.)	11
Response to Intervention Training	60
Using TransACT Training	30
HIV/AIDS Curriculum Review (Parent audience.)	17
Middle School Content Team Leader Meeting (PLC cycle, data review protocol.)	25
Presentation by Rick Wormeli for the Administrative Retreat (Standards-based teaching and learning.)	70
Supplemental Support for Secondary Mathematics (Assessment)	75
APEX Training (For teachers new to APEX and a focus on utilizing APEX online curriculum at the middle level for intervention and/or enrichment opportunities.)	20
Auburn Teacher Leadership Academy (ATLA) Cohort 2 Training in August	52
Building Common Assessment Inservice on November 30 and December 1 (Teachers and administrators attended.)	100
PLC at Work Institute (6 Teachers and 2 Administrators attended.)	8

Since November 2011 the following staff development was offered: Cohort 3 Early Literacy Training was held in early February Quarterly Early Literacy Training was held in early February. Three kindergarten teacher monthly training meetings. Writing scoring training was held for middle school language arts teachers. Special education is offering a training series for elementary and secondary to scaffold reading and math learning targets to match the power standards. Middle school content team leaders were trained on common formative assessments in February.

Building common assessment workshop, all ATLA staff and additional middle school content team leaders attended. Used "trainer of trainer model" for all middle school content team leaders to receive training on Common Assessments on Feb. 15th. Sixteen staff that service primarily Native American students attended the Western Washington Native American Consortium training.

Standards-Based Pilot Committee participants developed a plan for creating cross-district common formative assessments in core content areas.

In March 2012, administrators and teacher leaders received training from Rick Wormeli on differentiating instruction and standards-based grading; and Total Instructional Alignment to Standards from Lisa Carter.

In May 2012, Ainsley Rose provided principals and administrators professional development on "high yield" strategies and mindframes. These concepts will be a strong lens through which schools can answer questions 3 and 4 of PLC, evaluate their action plans in SIP, and align with the CEL 5D+ Instructional Framework for teaching and learning.

On August 6, 7, 8, & 9 Fifty-two teachers completed four days of leadership training as 2012-13 ATLA Cohort 3 was initiated.

Objective 1 b School Improvement Plans: School improvement plans address the needs of each student and narrow the achievement gaps for at-risk students and underperforming sub-groups.		Evidence: School improvement plans are reviewed annually by the Department of Student Learning and School Programs (1/3 of schools participate in an on-site review, 1/3 of schools make a formal presentation of their plan, and 1/3 of schools submit a summary describing the implementation of their plan). A district review schedule will be provided to the schools by May 15 of the current school year.				
Strategies:		Evidence:	D	M	J	Comments
1.b.1	Develop and submit school improvement plans modified in accordance with student achievement data aligned to the district strategic improvement plan and the Nine Characteristics of High Performing Schools	Improvement plans are submitted to the Department of Student Learning by October 15 each school year				School improvement plans have been submitted to the Department of Student Learning. Eight schools have been invited to present their school improvement plans to the school board during the 2011-2012 school year.
1.b.2	Implement professional development programs that are based upon needs established in school improvement plans	Focus of school Professional Development and Technology Implementation Plans (PDTIP Form) submitted to the Department of Student Learning on October 15 each school year				Schools submitted PDTIP Forms to the Department of Student Learning.
1.b.3	Provide staff development for principals and school improvement teams on the improvement planning process; district, state, and federal requirements; and the Nine Characteristics of High Performing Schools	Included as a focus of professional development days (1/3 of schools will be trained each school year on school improvement planning)				Chinook, Gildo Rey, Pioneer, Olympic Middle School, and Auburn High School are fully revising their school improvement plans this year. These are the remaining schools to fully revise their plans in alignment with the strategic plan. Monthly principal meetings include time for collaboration for professional development related to standards based teaching and learning and/or state/district/local assessment data review. February 10th, Fully-Revised SIP training focused on mathematics. Gildo Rey , Pioneer, Cjhinook, Olympic MS and AHS have completed the fully revised SIP process. All 22 schools have now fully revised their SIP.
Objective 1 c K-12 Standards-based Focus: Schools implement standards-based teaching and learning.		Evidence: District-identified power standards, assessments, instruction, reporting, and professional development are aligned to standards.				
Strategies:		Evidence:	D	M	J	Comments
1.c.1	Communicate district-identified power standards developed for each grade level and content area	Communication of district-identified power standards to teachers, students, parents/guardians, and community in multiple mediums and predominant languages				Power standards brochures and parent information on standards-based teaching and learning have been updated and posted to SWIFT site. Several documents are now available in Spanish.
1.c.2	Use district-identified power standards developed for each grade level and content area	Power standards are reflected in lesson design, common assessments, student work, and reporting				Secondary math teachers are piloting pacing guides and formative/summative assessments aligned to district power standards. Standards-based expanded pilot and beta studies to report student progress in meeting power standards are continuing. Student Special Services Department offered professional development focusing on scaffolding power standards for use with students with disabilities.
1.c.3	Monitor student learning and adjust instruction to assure achievement of district-identified power standards	Formative and summative assessments will adjust instruction				Power standards are utilized by teachers in their PLCs and in development of common assessments. PLC and School Improvement Plan (SIP) presentations to the school board include detailed student achievement goals including assessment results, intervention, and enrichment offerings. Hazelwood, Gildo Rey, Alpac and Lea Hill Elementary have presented formally since September 2011. Ninety-five staff and administrators participated in a 2-day common assessment in-service.

1.c.4	Develop a standards-based reporting tool aligned with consistent grading practices	Reporting tool developed and grading practices established, piloted, and implemented district wide			<p>Piloting of the Skyward standards-based reporting tool continues at all school levels. Teachers are evaluating the effectiveness of the Skyward progress report/report card to communicate attainment of the power standards.</p> <p>Standards-based teaching, learning, and reporting committee progress was presented to the school board during the November 14, 2011 board meeting.</p> <p>Skyward reporting tool pilot continues on all levels. Pilot teachers are evaluating the effectiveness of the reporting tool to communicate student learning. Pilot teachers are facilitating implementation of consistent grading practices district-wide.</p> <p>Teachers on the standards-based (pilot teachers) continued to use Skyward for their reporting of student progress during the 2011-2012 school year. Middle and high school groups identified their work plan for the 2012-2013 school year including the pilot in a Skyward standards-based gradebook and a pilot of the Academic Standards module at the high school level.</p> <p>Teachers in grades K-5 made recommendations to revise the report card wording in reading and in learning behaviors.</p>
1.c.5	Implement staff development for standards-based instruction and reporting	Focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)			<p>Standards-based expanded pilot and beta study training was provided with focus on power standards, common assessments, and consistent principles of grading. 137 elementary teachers, 30 middle school teachers, and 20 high school teachers participated. A presentation by Rick Wormeli was provided to administrators during the August administrative retreat. The focus of Rick Wormeli's presentation was standards-based teaching and learning.</p> <p>Standards-based teaching and learning staff development is delivered during the standards-based expanded pilot and beta study committee meetings held on an ongoing basis.</p> <p>Fall 2011-Student Special Services, in partnership with the Department of Student Learning, launched an intensive professional development project to improve standards-based teaching and monitoring of student served in special education and ELL programs. This involves the periodic release of all special services staff intermittently throughout the year.</p> <p>All four high schools are using the book "A Repair Kit for Grading: 15 fixes for Broken Grades" as a resource for professional development for their staff.</p> <p>Professional development offered for SpEd staff around standards based IEP and instruction.</p> <p>Standards-based instruction and reporting staff development is continuing in the standards-based committee meetings conducted throughout the school year.</p>
1.c.6	Ensure all students receive exemplary instruction differentiated to meet the needs of individual learners	Instructional rubrics are developed and used by administrator and teacher teams to identify the indicators of exemplary instruction			<p>Student Learning Department is exploring including instructional rubrics, GLAD observation rubrics, OSPI rubrics, and rubrics used in other districts.</p> <p>Fall 2011-Student Special Services coordinators have provided a variety of inservice to district staff focusing on Behavior supports, evidence-based instruction, and educating students with Autism to aid schools in better meeting the needs of their diverse community.</p> <p>Winter 2012-Dec-Feb professional development: ARTeam training (3), Right Response (2 full courses, 1 recert), Postive Behavior Systems workshop sessions (5)</p> <p>March - June 2012: 230 certificated and classified Auburn School District staff attended inservice training provided by our Auburn Autism Resource Team. Presentations to the Auburn School Board of Directors on the additional services provided by the Auburn Autism Resource Team was presented to the school board in February 2012. In March 2012, the Auburn School Board of Directors received a program presentation by early learning services, including Early Childhood Education (ECE) program.</p> <p>Coaching work continues at Dick Scobee, Alpac, Lea Hill, and AJ to strengthen instruction in the area of reading. Debbie Helm is providing a gradual release of responsibility model for the principals and staff. On June 11, 2012 the board of directors adopted the CEL 5D+ Instructional Framework as our district's rubric for exemplary teaching and learning.</p>

Goal 2: Dropout Rate and On-time Graduation

Schools will reduce dropout rates and meet additional Adequate Yearly Progress indicators as determined by K-8 attendance and high school on-time high school graduation rates.

Objective 2 a Reduce Dropout Rates:

Schools implement prevention, intervention, and retention strategies to reduce student dropouts.

Evidence:

The number of students passing courses and earning credits toward graduation increases by 10% each year.

Strategies:		Evidence:	D	M	J	Comments
2.a.1	Expand partnerships with parents and local childcare providers for school readiness	A 10% increase in partnerships with early childhood providers each year (currently 25 providers are participating)				<p>Three cohorts consisting of 72 early childhood providers are participating in ongoing professional development with a focus on best practices in early literacy instruction.</p> <p>Early learning technology program partnerships are being developed with Cohort 1 and Cohort 2 early childhood providers. The program provides Neuropath Learning Institute online learning software access to pre-kindergarten students. The goal is 125 pre-kindergarten students having access. Currently 24 are participating. The project is being funded through a partnership grant from the Washington State Department of Early Learning.</p> <p>The executive committee reviewed partnership opportunities and developed plans for the expansion for the 2012-13 school year. This included: review of screening results, application for WAKids Waiver, development of a Cohort 4 list of providers, development of Cohort 1 list for training and completion of the Gates Grant application.</p>
2.a.2	Increase full-day kindergarten class offerings	A one section increase in full-day kindergarten offerings each year; funded through tuition or state monies				LAP extended-day kindergarten is available at four locations (Alpac, Chinook, Dick Scobee, and Washington) in the district. The target is elementary schools that have recently exited steps or remain in a step of improvement.
2.a.3	Support student transitions from kindergarten through grade 12 by developing a database for monitoring students exhibiting at-risk indicators to include attendance, academic, health, social, economic, and disciplinary challenges	Database is developed for monitoring at-risk students				Schools use Skyward database to monitor at-risk students.
2.a.4	Develop and implement a pyramid of early intervention strategies to support students identified to be at-risk of failure or dropping out of school	A pyramid of early intervention strategies is developed and implemented for at-risk students				<p>Schools continue to implement and refine their intervention strategies for at-risk students.</p> <p>Through CORE/Choice AMHS identifies students that qualify for re-capture. Students are placed in CORE until they have recovered their grade. This allows students to get back on track with their on-time graduation.</p>
2.a.5	Coordinate resources available for students identified at risk of failure or dropping out of school	A directory of school and community resources and services is available to students at risk of failure or dropping out of school				Completed in the spring of 2011. All school counselors have an updated copy of school and community resources for at-risk youth.
2.a.6	Maintain a list of students who have dropped out of school and those who have been retrieved	Document communication with students who have dropped out of school (and their parents/guardians) at least one time each quarter for the purpose of retrieval				<p>Systems are in place at each high school to track, retrieve, and intervene with students not meeting requirements toward graduation.</p> <p>Mobility for high school students is tracked monthly, by school. Since October 2011, the numbers of HS students retrieved include: AMHS-19, AHS-40, ARHS-15, WAHS-57. Additionally, 140 in-district students have transferred to WAHS.</p> <p>Mobility for high school students is tracked monthly, by school, and reviewed monthly by the enrollment committee.</p>

2.a.7	Develop mandatory extended day/year learning opportunities for students not at standard for promotion or graduation that are based on successful programs and research	Ad Hoc Committee established to evaluate performance data of current intervention programs offered in the Auburn School District and within other districts (during school hours, before and after school, evenings, weekends, and summers)			<p>An on-time graduation committee is organized. The committee will make recommendations for high school graduation requirements, competency-based credits, course sequencing, high school credit in the middle schools, intervention models, and extended learning models. The committee will meet six times this school year.</p> <p>The on-time graduation committee has adopted policy and procedures to allow for an option to waiver to a State of Washington high school diploma for students. We have adopted policy for competency based assessment options for credit for world language.</p>	
2.a.8	Provide access to parents/guardians regarding daily student attendance through the Skyward Family Access attendance system and telephone communication at all schools	Skyward Family Access opened at all grade levels and schools; annual average of parents accessing Family Access increases to 50% or more of the school's student population			<p>Family Access logins from September 1 through November 11 saw 3,505 parents logging in 49,525 times. The School Messenger system called regarding 33,515 student absences during the fall window.</p> <p>Family Access logins from November 12 through February 10 saw 2,762 individual parents logging in 50,183 times. The School Messenger system called regarding 47,513 student absences during the winter window.</p> <p>Family Access logins from February 12 through June 29 saw 3,299 individual parents logging in 93,423 times. The School Messenger system called regarding 86,409 student absences during the winter window.</p>	
2.a.9	Provide district-wide staff development for dropout prevention, intervention, and retrieval	Focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)			All high schools have an assigned Prevention Intervention Specialist.	
Objective 2 b On-time High School Graduation: High schools will increase on-time graduation.			Evidence: Data indicates progress of all high schools to a 95% on-time graduation rate			
Strategies:		Evidence:	D	M	J	Comments
2.b.1	Increase student, staff, and parent awareness of graduation requirements	Request CEE include a question on the parent survey regarding clear communication of graduation requirements				<p>Title 3 parent involvement meeting was held to explain MSP, HSPE assessment results and high school graduation requirements. Thirty parents attended and 3 interpreters were present. A letter was sent home to parents of all secondary students regarding Algebra credit posting to high school transcript. CEE survey scheduled for 2012-2013.</p> <p>Title 3 parent committee meeting addressed graduation requirements and state assessment expectations in January.</p> <p>Fall 2011-Student Special Newsletter included information for families related to the changing graduation requirements and ideas to support their student as well as resources to find support.</p> <p>Muckleshoot grant funded position to include the addition of a 1.0 Teacher on Special Assignment to support Native American student/family outreach and advocacy for increasing on-time graduation.</p> <p>Graduation Committee convened to review changes in graduation requirements.</p>

2.b.2	Utilize technology to track and communicate progress towards graduation	Skyward Graduation Requirement Module used to monitor credits toward graduation, progress on culminating portfolio, High School and Beyond Plan, and WCAP and made available electronically to staff, parents/guardians, and students			<p>Graduation Requirements module is viewable by both parents and students via Family Access. High school teachers also can view the module for students they teach via Educator Access.</p> <p>Special education case managers can now access student Graduation Requirements for students who are assigned to them.</p> <p>The Skyward Graduation Module was updated to reflect decisions made by the High School CIA Subcommittee in mathematics and language arts areas.</p> <p>Graduation Requirements module is viewable by both parents and students via Family Access. High school teachers also can view the module for students they teach via Educator Access. Special education case managers also can now see student Graduation Requirements for students assigned to them.</p>
2.b.3	Implement early interventions for students not on track for on-time graduation	Potential for on time graduation is assessed at the end of the fall semester for each student at grades 9, 10 and 11; students not deemed on time for graduation are addressed with interventions			<p>Auburn Riverside, Auburn Mountainview, and West Auburn High School all are using LAP funds for 11th and 12th grade students to complete core course work. This will continue to increase the number of students at these schools who will graduate on time.</p> <p>Auburn High School LAP funding used to provide reading intervention during the school day.</p>
2.b.4	Create a range of options and opportunities, including online learning, for students to attain, retrieve, or recapture credit with focus at grade 8 and 9	Potential for on-time graduation is assessed at the end of the fall semester for each student at grades 9, 10 and 11; students not deemed on time for graduation are addressed with interventions			<p>All four middle schools received training on the use of APEX Learning course ware for use as intervention and enrichment.</p> <p>Cascade Middle School is piloting the use of Apex Learning at the middle level.</p> <p>Cascade Middle School is piloting the use of Apex Learning at the middle level. Four students were given the opportunity to use Apex in the content areas of Language Arts, Science and Social Studies. Administrators will analyze the impact of the pilot and determine the plan for the use of Apex during the 2012-2013 school year at all middle schools.</p>
2.b.5	Provide in-house and/or community credit alternatives to continue learning for students who have been suspended	Potential for on-time graduation is assessed at the end of the fall semester for each student at grades 9, 10 and 11; students not deemed on-time for graduation are addressed with interventions			<p>No update.</p> <p>WAHS utilizes Virtual School Program to support students currently on suspension from Day School or Learning Center, or from out of district schools seeking enrollment. ARHS, AHS, AMHS utilize APEX to support student academic progress for students on suspension on a case by case basis.</p>
2.b.6	Develop and implement mandatory extended day/year programs for students not on time for graduation based on successful programs and research	District School Improvement Ad Hoc Committee established to inventory current credit retrieval and intervention programs offered within the Auburn School District and in other districts (during school hours, before and after school, evenings, weekends, and summers)			<p>Intervention inventory completed 2010-2011.</p>
2.b.7	Provide staff development for counselors, administrators, and teachers to track progress toward on-time graduation	Focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)			<p>Fall 2011-A representative from Information Technology (IT) met with high school counselors in November to inservice them regarding features of the skyward graduation module.</p> <p>In January, high school counselors were trained on the updates to the high school course catalog and the state graduation requirements for the various graduating classes.</p> <p>Progress toward on-time graduation is a focus of monthly district-wide counselor meetings.</p> <p>This is a focus of monthly counselor meetings.</p>

Goal 3 Parents/Guardians and Community Partnerships:

The district and schools will continue to develop partnerships to support student academic achievement and success

Objective 3 a Public Relations:

District employees contribute to a respectful and welcoming environment.

Evidence:

Using the results of the 2008-09 CEE Parent Perception Survey (Parent and Community Involvement and High Levels of Collaboration & Communication sections) as a baseline, district attains a 90% positive rating with the combined totals of the "Almost Always" and "Often True" responses; CEE parent survey is conducted every other year beginning in the fall of 2010.

Strategies:

Evidence:

D M J Comments

Strategies:	Evidence:	D	M	J	Comments
3.a.1 Provide staff training focused on positive and respectful interpersonal relationships	Focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)				On August 8-11, September 28, and October 26, 2011, 52 Auburn teachers participating in the 2011-2012 Auburn Teacher Leadership Academy Cohort 2 received training of facilitation and mediation when working with adult learners to develop norms of collaboration, trusting relationships, professional learning environments, structures to enhance positive communication, productive feedback (giving and receiving), enhanced listening skills, data-driven dialogs, conflict resolution/mediation skills, systems thinking, and use of protocols.
3.a.2 Provide staff training in cultural awareness, responsiveness, appreciation, and parent engagement	Focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)				<p>Through Project GLAD and SIOP training, teachers are provided with research, theory, and practical, effective strategies that promote academic language, literacy, academic achievement, and cross-cultural skills. Twenty-three teachers completed GLAD training this fall and are now Tier I certified. In 2010 47 teachers completed Tier I training in 2009-2010, 60 teachers completed Tier I training; additionally 5 completed Tier 2 training. Four teachers completed the requirements to become Tier III certified Project GLAD trainers on November 4, 2011. Twenty-seven teachers completed SIOP (Sheltered Instruction Observation Protocol) training in October.</p> <p>September ATLA Session #1 focused on culturally-responsive teaching.</p> <p>Annually (each fall), new teachers and administrative interns are provided training on the diversity of the Auburn School District. Teachers and interns gain an understanding of the varied cultures, languages, and socio-economic backgrounds that represent the families and students of the district.</p> <p>August 2012 ATLA Cohort 3 Summer Session focused on culturally responsive teaching; 52 ATLA teachers were trained.</p>
3.a.3 Disseminate essential communications in multiple mediums and predominant languages	District and schools provide essential communication in multiple mediums and predominant languages				Information for parents regarding schedules for fall open houses, parent-teacher conferences, and PLC late start Mondays is posted in multiple languages on district and individual school websites.

3.a.4	Communicate with diverse community organizations to increase parent/guardian engagement in student learning	Participation in community cultural roundtables and focus groups with key community leaders representing at-risk students			<p>On-going emails from the City of Auburn regarding community cultural events forwarded onto schools. There have been 115 requests submitted and filled for interpreter services this fall. Using TransAct Training was held for all certificated staff at Gildo Rey Elementary.</p> <p>Through the RoadMap Project, in partnership with One America and the Bill and Melinda Gates Foundation, met with Johan Unvir from the US Department of Education to discuss challenges ELLs and immigrant families face in moving towards post-secondary education.</p> <p>Reaching Out Fair activities including assemblies and an evening community event were held the first week in October. The focus of the Reaching Out Fair was on Rachel's Challenge emphasizing random acts of kindness and connecting with others.</p> <p>Auburn Mountainview diversity fair took place in November.</p> <p>The following parent committee meetings met in the fall 2011: Hispanic Parents, Native American Parents, and Title III (ELL) Parents.</p> <p>Community cultural event information is forwarded to schools. There have been 647 requests submitted and filled for interpreter services this school year. McKinney Vento transportation documents were translated and posted to TransACT.</p> <p>Two 1 hour radio broadcasts on Russian Radio (Rodnoe Radio Seattle) went out in June. On June 1, 2012 the community heard information on American Public School structures, on June 8, 2012 the broadcast covered the difference between public and private school. The same topics were covered in a live presentation at the Russian Baptist Church. Additional plans to continue radio broadcasts are beign developed.</p> <p>The Department of Student Learning continues to partner with members of the Road Map project to discuss challenges ELLs and immigrant families face in moving towards post-secondary education.</p>
Objective 3 b Communication to Parents/Guardians: The district and schools communicate academic expectations, student progress, and support for student learning to maximize parent/guardian involvement in student academics.			Evidence: Using the results of the 2008-09 CEE Parent Perception Survey "Overall Parent Summary" as a baseline, district attains a 90% positive rating with the combined totals of the "Almost Always" and "Often True" responses; CEE parent survey is conducted every other year beginning in the fall of 2010.		
Strategies:		Evidence:	D	M	J Comments
3.b.1	Inform parents/guardians regarding programs, school policies, graduation requirements, and district and school improvement progress through various mediums	Information disseminated annually within district and school newsletters, posted to district and school websites, communicated during open house and parent meetings			<p>115 interpreter requests scheduled and filled in Fall 2011 567 documents viewed/downloaded through TransACT since August 2011 All secondary principals inserviced on "College Bound" scholarship access. Nov: AMHS hosted "College Bound" outreach for seniors that were eligible for the College Bound Scholarship (36 families attended)</p> <p>Schools continue to use building websites, Family Access, Email, SWIFT, mailings, and School Messenger to inform parents and communicate school information.</p> <p>Information about 2010 - 2011 achievement was targeted to each school community electronically. Additionally, the Superintendent, Assistant Superintendent, and Board of Directors provided hand outs and presentations at each school open house. Newspaper medium was used to announce academic gains across the district.</p> <p>The District launched and completed an ambitious schedule of celebrations, recognizing unprecedented academic honors and achievement. The last edition of the Inside Your Schools featured an entire page of schools and departments who were recognized for excellence. This last edition was preceded by E-News and press releases.</p>

3.b.2	Update and integrate district and school websites to become a primary communication tool for parents/guardians	District and school websites updated, active, and current throughout the school year with information to academically assist students and parents/guardians			Schools and district continue to make improvements to websites for communicating to parents and community. Work began on the web refresh project. The contracts were signed, key staff trained and the design and site map were created. Target date for go-live is the weekend after August 22.
3.b.3	Develop a district-wide high school course catalog	District-wide parent/guardian and student friendly high school course catalog is developed; request CEE include a question on the parent and student surveys regarding the ease of use of the high school course catalog; district attains a 90% positive rating on this newly added question			2011-2012 district-wide high school course catalog updated to reflect new graduation requirements.
3.b.4	Establish Skyward Family Access for all parents/guardians including access to student grades and attendance at each grade level and at each school	Skyward Family Access increases to equal 50% or more of the school's student population			Skyward gradebook is accessible online to all parents at all schools. The individual count for elementary parents logging into Family Access was 1,088, middle school had 1,408 and the number for high school was 2,079. (This represents 50% of the district's families.) In September, Family Access logins were e-mailed to 8,502 parents. Parents without an email address received the login information via U.S. Mail. English versions of the letter were sent via U.S. Mail to 2,555 families and English and Spanish versions were sent to 800 families. Skyward gradebook is available to all parents at all schools. The individual count for elementary parents logging into Family Access was 600, middle school had 1,266 and the number for high school was 1,799. Skyward gradebook is available to all parents at all schools. The individual count for elementary parents logging into Family Access was 936, middle school had 1,401 and the number for high school was 2,032.
3.b.5	Deliver scheduled K-12 progress reports and report cards to parents/guardians through a medium meeting their delivery needs	Progress reports and report cards are delivered to all parents/guardians			Progress reports were received by parents and guardians on or before the week of November 14th. Schools completed first quarter/trimester parent conferences. Parents receiving standards-based reports for their child are completing an on-line survey to provide feedback.
3.b.6	Conduct student-led conferences in grades 8-12	Student-led conferences for students in grades 8-12 with implementation established by the schools			Student-led conferences for grades 9-12 take place each Spring. WAHS held student led conferences in November. ARHS completed student led conferences for ninth grade students by Jan. 2012. AHS completed student led conferences for seniors in February 2012. All ninth grade students at AMHS had completed a student led conference by June 2012. ARHS seniors completed student led conferences with a parent/guardian prior to graduation in 2012. WAHS students completed student led conferences in April 2012.
Objective 3 c Partnerships: The district and schools develop new and strengthen existing partnerships to promote student achievement.			Evidence: A database is established listing the existing business and community partnerships; develop new and strengthen existing partnerships		
Strategies:		Evidence:	D	M	J Comments
3.c.1	Increase partnerships with business and community organizations to promote meaningful school-to-work opportunities for at-risk students, such as service learning, job shadows, mentorships, internships, and career and college fairs	Increase partnerships and investments that address student academic achievement for at-risk students by 10%			A job shadow opportunity was offered to high school students at all four Auburn High Schools during the November 9, 2011 Rotary Job Shadow Day. Forty students and Rotarians participated. Five high school students attended the University of Washington-Tacoma Native Education Day. Upcoming Event: Auburn Area Career Conference scheduled for March 27, at Grace Community Church 8:15 a.m - 1:00 p.m. February 2012: 45 Families attended Native American Family cultural event at Olympic Middle School. April 2012: 50 Families attended Native American Family cultural event at Auburn High School. June 5, 2012: Nearly 500 Families attended Native American "Honoring Our Graduates" ceremony at Auburn High School. Auburn Area Career Conference in March 2012. On March 27, 279 students from all ASD high schools, Enumclaw and Kent high schools attended the Auburn Area Career Conference at Grace Community Church.

3.c.2	Encourage investments and partnerships with government, businesses, and community organizations for academic scholarships and academic rewards and to address school and program needs	Increase partnerships and investments that address student academic achievement for at-risk students by 10%			Partnerships developed: <ul style="list-style-type: none"> • Auburn Area Chamber of Commerce • Boeing Internship Program • College Success Foundation • Comcast • Communities in Schools of Auburn • Community Center for Educational Results (CCER) • King County - Communities Putting People to Work • King County - Safe Routes to Schools • Microsoft (IT Academy) • Muckleshoot Indian Tribe • Washington State Department of Early Learning <p>The 3rd annual Middle School Career Conference in partnership with the Auburn School District, Communities in Schools of Auburn and the Auburn Area Chamber of Commerce brought members of our business community, high school career and technical instructors and collegiate and technical post secondary education representatives to more than 450 eighth grade students at Cascade and Olympic Middle Schools on Thursday, January 12, 2012. The presenters shared information on career opportunities with the participating eighth graders. Unfortunately, weather conditions prohibited the Career Conferences scheduled for Thursday, January 19, 2012 from occurring at Mt. Baker and Rainier Middle Schools.</p> <p>First Semester Update: Washington State IT Academy @ AMHS - 29 students received certification. Out of those 29 students, 24 of them received multiple certificates.</p>
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Goal 4 Resource Management:
The district will focus on improving student academic achievement and narrowing the achievement gaps in its policy decisions and resource allocation.

Objective 4 a Policies - Resource Management:
The district provides fiscal stewardship and alignment of resources to support student achievement.

Evidence:
The district is fiscally sound and resources are aligned to support student achievement.

Strategies:	Evidence:	D	M	J	Comments
4.a.1	Effectively manage local, state, and federal resources	District budget resources are aligned annually with student achievement data			Target Met
4.a.2	Align district and school financial resources to the district and school improvement plans	District budget resources are aligned annually with student achievement data			Target Met
4.a.3	Prioritize federal, state, and local funding to promote student achievement	District budget resources are aligned annually with student achievement data			Target Met
4.a.4	Align and generate grant resources to support the district and school improvement plans	District budget resources are aligned annually with student achievement data			Target Met
4.a.5	Establish an education foundation to support the needs of the district	New funding sources from grants or foundations to support student achievement goals and district needs are received			The Auburn Public School Foundation approved by-laws and completed Articles of Incorporation that were approved by the State of Washington in October. The APSF has 13 trustees and officers and is actively engaged in supporting the ASD. The APSF has received its 5013c status and will submit a proposal for interlocal agreement to the ASD board in September to begin marketing and fundraising for District benefit.

Objective 4 b Policies and Procedures:
District policies and procedures support student achievement.

Evidence:
Policies and procedures are reviewed for focus on student achievement.

Strategies:	Evidence:	D	M	J	Comments
4.b.1	Recruit, hire, and retain certificated and classified staff who are representative of the district's diversity	Percentage of staff reflects the district's diversity			No Update Completed - will do the annual report to the board January or February


4.b.2	Increase district support for teachers desiring to complete National Board Certification	Number of teachers with National Board Certification increases from 19 currently to 40			Target Met The district currently has 41 national board teachers.	
4.b.3	Explore modification of the school year calendar to support student performance and the retention of learning	School-year calendar aligns with best practices to support academic learning and retention			Increased two instructional days for the 2011-2012 school year. We increased two instructional days for 2011-12 by reducing two waiver days.	
4.b.4	Establish standards-based curriculum, instruction, and assessment review cycle	Curriculum, instruction, and assessment review cycles are produced, published, and disseminated with school board approval			Annually in the fall, the curriculum, instruction, and assessment calendars are presented and approved by the school board. On June 11 the Board adopted CEL 5D+ Instructional Framework. CEL 5D+ aligns to teacher evaluation criteria with standards-based teaching and learning as the focus. A framework for principals will be adopted in the fall of 2012-13 school year.	
4.b.5	Explore alignment of the administrator and teacher evaluation criteria with standards-based teaching and learning	Current evaluation criteria are aligned with standards			On December 7, 2011 various evaluation tools aligned with standards-based teaching and learning were reviewed.	
4.b.6	Establish instructional leadership academies for administrators and teachers	Leadership academies are established			Auburn Teacher Leadership Academy Cohort 2 consisting of 52 teachers is in place for the 2011-2012 school year. ATLA was presented at the 2011 WSSDA conference on November 19th. Auburn School District was provided a grant to participate in the Washington State Leadership Academy (WSLA). Seventeen staff, including administrators and teachers receive professional development in the area of "problem of practice". This is a two year commitment. Eight middle school administrators, 2 certificated staff, and 4 central office administrators received a Washington State Leadership Academy (WSLA) grant to attend leadership inservices. A team of 8 teacher leaders and administrators attended the AWSP conference in June 2012. A team of 6 presented at the Washington State Leadership Academy (WSLA) presentation. Twelve administrators attended leadership training as part of the Auburn School District administrators leadership academy.	
4.b.7	Support challenged schools with enhanced resources, such as budget allocation and staffing	Budget supports challenged schools with enhanced resources			Implemented each year.	
Objective 4 c Policies - Safe Schools Student achievement is fostered through safe learning and work environments.			Evidence: Using the results of the "Supportive Learning Environment" category of the 2008-09 CEE survey as a baseline (student question "I feel safe at school" and parent question "My child feels safe at this school"), the district attains an 80% positive rating with the combined totals of the two questions; CEE student and parent surveys are conducted every other year beginning in the fall of 2010; results of the Healthy Youth Survey indicate decreased incidences of bullying, harassment, drug use, and gang behavior.			
Strategies:		Evidence:	D	M	J	Comments
4.c.1	Implement ongoing anti-bullying/harassment plans at each school	Strategies to reduce bullying/harassment are included in school improvement plans				All Auburn schools have implemented their anti-bullying programs. AMHS held school-wide presentations on anti-bullying in November and December. School-wide assemblies held at ARHS in February, providing training to over 500 students and 33 staff members. AMHS hosted "Rachel's Challenge" assembly, and held another assembly for students on "respect." All district principals received training on revised anti-bullying laws/policies and best practices by district legal council.

4.c.2	District policies and procedures are in place to prevent and reduce substance abuse	Policies and procedures are reviewed for prevention and reduction of substance abuse			Completed Only the Graduation requirements need to be taken to the board. This will occur in one of the September board meetings.
4.c.3	Implement gang awareness, intervention strategies, and education	Training for school staff and administrators on gang awareness			Gang Information Sharing Committee held meetings on October 6, November 29. A data base has been created to track students who have received out of school suspensions for gang-related behavior. Gang Resistance Education And Training Program is being piloted at Olympic Middle School. Gang awareness training for staff held at AMHS in October. Gildo Rey Elementary hosted Gangs 101 training through APD for Latino parents in September. Gildo Rey Elementary provided "Gangs 101" training to parents, and an additional training for staff. APD facilitated both trainings. Auburn Police Department, as well as our own Auburn School District police provide and facilitate school-based trainings on an as-needed basis.
Objective 4 d Policies - Technology The district and schools promote student achievement through expanded use of technology.			Evidence: Technology support and infrastructure is consistent with the three-year district technology plan.		
Strategies:		Evidence:	D	M	J Comments
4.d.1	Increase use of technology to disseminate information to parents/guardians regarding student attendance and academic reporting	The annual average of parents using Skyward Family Access increases to equal 50% or more of the school's student population			Skyward gradebook is accessible online to all parents at all schools. The individual count for elementary parents logging into Family Access was 1,088, middle school had 1,408 and the number for high school was 2,079. (This represents 50% of the district's families.) In September, Family Access logins were e-mailed to 8,502 parents. Parents without an email address received the login information via U.S. Mail. English versions of the letter were sent via U.S. Mail to 2,555 families and English and Spanish versions were sent to 800 families. Teachers sent 61,120 Skyward emails to parents during the fall reporting period. Emails include class updates, progress reports and general communication. As a district, an average of 22% of families logged into Family Access between November 12 and February 10. Parents of 50% or more of students at 1 school logged into Family Access; 4 schools had 40-49%; 1 school had 30-39%; 2 schools had 20-29%; 8 schools had 10-19% and 6 schools had less than 10% login. Teachers sent 78,659 Skyward emails to parents during the winter reporting period. Emails include class updates, progress reports and general communication. As a district, an average of 29% of families logged into Family Access between February 12 and June 29, an increase of 7 percent from the previous reporting period. Parents of 50% or more of students at 4 schools logged into Family Access; 2 schools had 40-49%; 1 school had 30-39%; 5 schools had 20-29%; 9 schools had 10-19% and 1 school had less than 10% login. Teachers sent 94,691 Skyward emails to parents during the winter reporting period. Emails include class updates, progress reports and general communication.

4.d.2	Educate parents/guardians to become engaged in the use of technology to monitor their student's academic achievement	Information disseminated using district and school newsletters, posted to district and school websites, and communicated during open houses and curriculum fairs			Every Auburn School District family receives academic school updates by November each year.
4.d.3	Provide ongoing professional development in the use of technology for all staff	A staff survey is developed to collect data on staff technology proficiency skills for instruction, assessment and student progress			Technology surveys are conducted annually.
4.d.4	Utilize technology to support instruction, deliver local and state assessments, track student progress, and to store longitudinal data for instructional decision	Technology professional development needs to become a focus of professional development days and school Professional Development and Technology Implementation Plans (PDTIP Form)			Student Learning Department regularly posts to the Extranet assessment dashboards for the principals of each school to access their students progress on state assessments, DIBELs, and MAPs. Each school's principal has a secure folder on the Extranet. School level technology professional development is outline in the PDTIP forms completed and submitted to the Student Learning Department.

2009-2012 Auburn School District Overview of ALL Students Mathematics and Reading Results Measures of Academic Progress 2012 Report

		MAPS Mathematics				MAPS Reading				
		Percent			Percent					
		Index	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile	On Target 50th% and above	Index	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile	On Target 50th% and above	
Grade 3	Fall 2009	2.14	32.61%	21.08%	46.31%	2.11	33.89%	21.27%	44.84%	
	Spring 2012	2.25	28.86%	27.02%	44.11%	2.19	29.54%	21.54%	48.92%	
Grade 5	Fall 2009	2.16	28.88%	26.39%	44.72%	2.17	29.18%	24.85%	45.98%	
	Spring 2012	2.28	26.53%	28.02%	45.45%	2.23	25.00%	26.91%	48.09%	
Grade 6	Fall 2009	2.19	28.63%	24.15%	47.22%	2.15	29.35%	26.63%	44.02%	
	Spring 2012	2.22	28.54%	27.89%	43.57%	2.24	24.18%	27.84%	47.98%	
Grade 7	Fall 2009	2.25	25.99%	22.92%	51.08%	2.19	28.00%	25.27%	46.73%	
	Spring 2012	2.26	24.85%	27.35%	47.80%	2.27	22.79%	26.95%	50.26%	
Grade 8	Fall 2009	2.42	18.79%	20.58%	60.64%	2.28	23.89%	24.58%	51.54%	
	Spring 2012	2.25	26.33%	24.95%	48.72%	2.26	23.94%	26.22%	49.84%	
Grade 9	Fall 2009	2.42	16.68%	25.13%	58.19%	2.32	20.77%	26.54%	52.69%	
	Spring 2012	2.50	19.61%	21.69%	58.69%	2.50	15.61%	19.21%	65.18%	

Legend			
	Definition	Formula	Range
Participation	Shows percentage of students participating in the fall assessment window	"=Total Students tested/Total Students Rostered"	0-15,0000
Index	A group scoring a 1 has 100% of students At Risk (below the 25th percentile); A group with 3.0 has 100% of students On Target (above the 50th percentile)	"=(.01*%AR)+(.02*%MR)+(.03*%OT)"	1.0-3.0
AR	At Risk; students in this cell on MAP scored below the 25th percentile		
MR	Moderate Risk; students in this cell on MAP scored between the 25th and the 49th percentile		
OT	On Target; students in this cell on MAP scored above the 50th percentile		
	Dots indicate more than one third of students fell below the 25th percentile	"=AR ≥ 33.4%"	

**2011-2012 Auburn School District
Reading Results Measures of Academic Progress
Spring 2012 Report**

		Index	Grade 3 MAPS Reading						Index	Grade 5 MAPS Reading							
			Count			Percent				Count			Percent				
			AR	MR	OT	Total	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile		On Target 50th% and above	AR	MR	OT	Total	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile	On Target 50th% and above
Am Indian	Fall 2011	1.58	11	5	3	19	57.89%	26.32%	15.79%	1.50	10	1	3	14	71.43%	7.14%	21.43%
	Spring	1.26	14	5	0	19	73.68%	26.32%	0.00%	1.50	10	1	3	14	71.43%	7.14%	21.43%
Asian	Fall 2011	2.50	20	13	73	106	18.87%	12.26%	68.87%	2.34	23	22	58	103	22.33%	21.36%	56.31%
	Spring	2.38	24	15	62	101	23.76%	14.85%	61.39%	2.41	16	30	59	105	15.24%	28.57%	56.19%
Black	Fall 2011	1.95	35	19	31	85	41.18%	22.35%	36.47%	2.15	28	21	42	91	30.77%	23.08%	46.15%
	Spring	1.92	32	21	26	79	40.51%	26.58%	32.91%	2.01	33	17	34	84	39.29%	20.24%	40.48%
Hispanic	Fall 2011	1.97	91	59	83	233	39.06%	25.32%	35.62%	1.97	92	58	84	234	39.32%	24.79%	35.90%
	Spring	2.02	84	55	88	227	37.00%	24.23%	38.77%	1.98	86	74	82	242	35.54%	30.58%	33.88%
Multiracial	Fall 2011	2.29	6	5	13	24	25.00%	20.83%	54.17%	2.18	6	6	10	22	27.27%	27.27%	45.45%
	Spring	2.32	5	7	13	25	20.00%	28.00%	52.00%	2.04	6	13	7	26	23.08%	50.00%	26.92%
Other	Fall 2011	1.00	3	0	0	3	100.00%	0.00%	0.00%	1.80	4	4	2	10	40.00%	40.00%	20.00%
	Spring	1.64	9	1	4	14	64.29%	7.14%	28.57%	1.60	5	4	1	10	50.00%	40.00%	10.00%
Pacific Islander	Fall 2011	1.83	10	7	6	23	43.48%	30.43%	26.09%	1.42	21	7	3	31	67.74%	22.58%	9.68%
	Spring	1.52	18	7	4	29	62.07%	24.14%	13.79%	1.47	21	10	3	34	61.76%	29.41%	8.82%
White	Fall 2011	2.31	126	89	277	492	25.61%	18.09%	56.30%	2.42	98	85	303	486	20.16%	17.49%	62.35%
	Spring	2.37	102	99	279	480	21.25%	20.63%	58.13%	2.45	72	119	290	481	14.97%	24.74%	60.29%
ALL Students	Fall 2011	2.19	302	197	486	985	30.66%	20.00%	49.34%	2.23	282	204	505	991	28.46%	20.59%	50.96%
	Spring	2.19	288	210	477	975	29.54%	21.54%	48.92%	2.23	249	268	479	996	25.00%	26.91%	48.09%
2009	Fall	2.11	325	204	430	959	33.89%	21.27%	44.84%	2.17	290	247	457	994	29.18%	24.85%	45.98%

		Index	Grade 6 MAPS Reading						Index	Grade 7 MAPS Reading						Index	Grade 8 MAPS Reading								
			Count			Percent				Count			Percent				Count			Percent					
			AR	MR	OT	Total	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile		On Target 50th% and above	AR	MR	OT	Total	At Risk 1st-24th%ile		Moderate Risk 25th-49th%ile	On Target 50th% and above	AR	MR	OT	Total	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile	On Target 50th% and above
Am Indian	Fall 2011	1.53	12	1	4	17	70.59%	5.88%	23.53%	1.63	19	6	7	32	59.38%	18.75%	21.88%	1.93	12	5	10	27	44.44%	18.52%	37.04%
	Spring	1.56	11	1	4	16	68.75%	6.25%	25.00%	1.81	10	11	5	26	38.46%	42.31%	19.23%	1.71	11	5	5	21	52.38%	23.81%	23.81%
Asian	Fall 2011	2.27	31	25	63	119	26.05%	21.01%	52.94%	2.45	13	30	59	102	12.75%	29.41%	57.84%	2.33	20	28	53	101	19.80%	27.72%	52.48%
	Spring	2.39	18	37	64	119	15.13%	31.09%	53.78%	2.54	12	22	65	99	12.12%	22.22%	65.66%	2.38	19	22	55	96	19.79%	22.92%	57.29%
Black	Fall 2011	1.99	40	23	39	102	39.22%	22.55%	38.24%	1.95	38	21	33	92	41.30%	22.83%	35.87%	2.07	31	26	38	95	32.63%	27.37%	40.00%
	Spring	2.01	34	21	35	90	37.78%	23.33%	38.89%	2.03	30	29	33	92	32.61%	31.52%	35.87%	2.21	22	29	41	92	23.91%	31.52%	44.57%
Hispanic	Fall 2011	1.95	81	56	71	208	38.94%	26.92%	34.13%	1.93	74	76	60	210	35.24%	36.19%	28.57%	1.80	104	49	62	215	48.37%	22.79%	28.84%
	Spring	1.94	76	72	63	211	36.02%	34.12%	29.86%	1.99	70	64	67	201	34.83%	31.84%	33.33%	1.86	78	57	52	187	41.71%	30.48%	27.81%
Multiracial	Fall 2011	2.08	7	8	9	24	29.17%	33.33%	37.50%	2.50	2	10	16	28	7.14%	35.71%	57.14%	2.25	3	6	7	16	18.75%	37.50%	43.75%
	Spring	2.08	8	7	10	25	32.00%	28.00%	40.00%	2.36	3	12	13	28	10.71%	42.86%	46.43%	2.21	6	3	10	19	31.58%	15.79%	52.63%
Other	Fall 2011	2.50	0	1	1	2	0.00%	50.00%	50.00%	2.44	2	1	6	9	22.22%	11.11%	66.67%	2.44	1	3	5	9	11.11%	33.33%	55.56%
	Spring	1.67	4	0	2	6	66.67%	0.00%	33.33%	2.25	0	3	1	4	0.00%	75.00%	25.00%	2.40	1	1	3	5	20.00%	20.00%	60.00%
Pacific Islander	Fall 2011	1.76	11	9	5	25	44.00%	36.00%	20.00%	1.55	15	2	5	22	68.18%	9.09%	22.73%	1.45	15	4	3	22	68.18%	18.18%	13.64%
	Spring	1.61	17	5	6	28	60.71%	17.86%	21.43%	1.55	12	5	3	20	60.00%	25.00%	15.00%	1.57	14	2	5	21	66.67%	9.52%	23.81%
White	Fall 2011	2.39	100	139	314	553	18.08%	25.14%	56.78%	2.34	107	129	284	520	20.58%	24.81%	54.62%	2.40	104	121	321	546	19.05%	22.16%	58.79%
	Spring	2.43	83	146	314	543	15.29%	26.89%	57.83%	2.44	82	113	296	491	16.70%	23.01%	60.29%	2.44	80	134	310	524	15.27%	25.57%	59.16%
ALL Students	Fall 2011	2.21	285	263	506	1054	27.04%	24.95%	48.01%	2.20	270	275	470	1015	26.60%	27.09%	46.31%	2.20	290	242	499	1031	28.13%	23.47%	48.40%
	Spring	2.24	251	289	498	1038	24.18%	27.84%	47.98%	2.27	219	259	483	961	22.79%	26.95%	50.26%	2.26	231	253	481	965	23.94%	26.22%	49.84%
2009	Fall	2.15	302	274	453	1029	29.35%	26.63%	44.02%	2.19	308	278	514	1100	28.00%	25.27%	46.73%	2.28	241	248	520	1009	23.89%	24.58%	51.54%

		Index	Grade 9 MAPS Reading						
			Count			Percent			
			AR	MR	OT	Total	At Risk 1st-24th%ile	Moderate Risk 25th-49th%ile	On Target 50th% and above
Am Indian	Fall 2011	2.50	2	3	9	14	14.29%	21.43%	64.29%
	Spring	2.09	3	4	4	11	27.27%	36.36%	36.36%
Asian	Fall 2011	2.59	14	22	87	123	11.38%	17.89%	70.73%
	Spring	2.62	16	16	93	125	12.80%	12.80%	74.40%
Black	Fall 2011	2.33	21	24	54	99	21.21%	24.24%	54.55%
	Spring	2.44	16	21	57	94	17.02%	22.34%	60.64%
Hispanic	Fall 2011	2.15	50	59	78	187	26.74%	31.55%	41.71%
	Spring	2.26	49	48	101	198	24.75%	24.24%	51.01%
Multiracial	Fall 2011	2.29	9	12	21	42	21.43%	28.57%	50.00%
	Spring	2.54	6	5	26	37	16.22%	13.51%	70.27%
Other	Fall 2011	2.37	4	14	17	35	11.43%	40.00%	48.57%
	Spring	2.22	3	1	5	9	33.33%	11.11%	55.56%
Pacific Islander	Fall 2011	1.83	13	8	8	29	44.83%	27.59%	27.59%
	Spring	2.07	10	5	12	27	37.04%	18.52%	44.44%
White	Fall 2011	2.54	68	166	421	655	10.38%	25.34%	64.27%
	Spring	2.58	75	119	445	639	11.74%	18.62%	69.64%
ALL Students	Fall 2011	2.43	181	308	696	1185	15.27%	25.99%	58.73%
	Spring	2.50	178	219	743	1140	15.61%	19.21%	65.18%
2009	Fall	2.32	216	276	548	1040	20.77%	26.54%	52.69%

Legend			
	Definition	Formula	Range
Participation	Shows percentage of students participating in the fall assessment window	"=Total Students tested/Total Students Rostered"	0-15,000
Index	A group scoring a 1 has 100% of students At Risk (below the 25th percentile); A group with 3.0 has 100% of students On Target (above the 50th percentile)	"=((.01*AR)+(.02*MR)+(.03*OT))"	1.0-3.0
AR	At Risk; students in this cell on MAP scored below the 25th percentile		
MR	Moderate Risk; students in this cell on MAP scored between the 25th and the 49th percentile		
OT	On Target; students in this cell on MAP scored above the 50th percentile		
●	Dots indicate more than one third of students fell below the 25th percentile	"=AR ≥ 33.4%"	

**2011-2012 Auburn School District
Mathematics Results Measures of Academic Progress
Spring 2012 Report**

		Index	Grade 3 MAPS Mathematics						Index	Grade 5 MAPS Mathematics							
			Count			Percent				Count			Percent				
			AR	MR	OT	Total	At Risk 1st-24 th ile	Moderate Risk 25th-49th th ile		On Target 50th% and above	AR	MR	OT	Total	At Risk 1st-24 th ile	Moderate Risk 25th-49th th ile	On Target 50th% and above
Am Indian	Fall 2011	1.68	9	7	3	19	47.37%	36.84%	15.79%	1.57	8	4	2	14	57.14%	28.57%	14.29%
	Spring	1.39	13	3	2	18	72.22%	16.67%	11.11%	1.57	8	4	2	14	57.14%	28.57%	14.29%
Asian	Fall 2011	2.44	23	13	70	106	21.70%	12.26%	66.04%	2.33	20	28	54	102	19.61%	27.45%	52.94%
	Spring	2.47	22	9	69	100	22.00%	9.00%	69.00%	2.46	14	28	62	104	13.46%	26.92%	59.62%
Black	Fall 2011	1.88	40	15	30	85	47.06%	17.65%	35.29%	1.81	41	25	24	90	45.56%	27.78%	26.67%
	Spring	1.99	29	22	28	79	36.71%	27.85%	35.44%	1.95	31	25	27	83	37.35%	30.12%	32.53%
Hispanic	Fall 2011	1.91	97	59	77	233	41.63%	25.32%	33.05%	1.94	86	76	72	234	36.75%	32.48%	30.77%
	Spring	2.05	73	69	85	227	32.16%	30.40%	37.44%	2.13	74	62	105	241	30.71%	25.73%	43.57%
Multiracial	Fall 2011	2.08	9	4	11	24	37.50%	16.67%	45.83%	1.74	12	5	6	23	52.17%	21.74%	26.09%
	Spring	2.30	8	3	16	27	29.63%	11.11%	59.26%	2.00	11	4	11	26	42.31%	15.38%	42.31%
Other	Fall 2011	1.60	3	1	1	5	60.00%	20.00%	20.00%	1.75	6	3	3	12	50.00%	25.00%	25.00%
	Spring	1.86	7	2	5	14	50.00%	14.29%	35.71%	1.60	6	2	2	10	60.00%	20.00%	20.00%
Pacific Islander	Fall 2011	1.61	14	4	5	23	60.87%	17.39%	21.74%	1.45	22	4	5	31	70.97%	12.90%	16.13%
	Spring	1.43	20	7	3	30	66.67%	23.33%	10.00%	1.66	18	7	7	32	56.25%	21.88%	21.88%
White	Fall 2011	2.31	115	105	266	486	23.66%	21.60%	54.73%	2.37	98	109	275	482	20.33%	22.61%	57.05%
	Spring	2.43	83	105	291	479	17.33%	21.92%	60.75%	2.47	79	97	303	479	16.49%	20.25%	63.26%
ALL Students	Fall 2011	2.16	310	208	463	981	31.60%	21.20%	47.20%	2.15	293	254	441	988	29.66%	25.71%	44.64%
	Spring	2.25	255	220	499	974	26.18%	22.59%	51.23%	2.28	241	229	519	989	24.37%	23.15%	52.48%
2009	Fall	2.14	314	203	446	963	32.61%	21.08%	46.31%	2.16	290	265	449	1004	28.88%	26.39%	44.72%

		Index	Grade 6 MAPS Mathematics						Index	Grade 7 MAPS Mathematics						Index	Grade 8 MAPS Mathematics								
			Count			Percent				Count			Percent				Count			Percent					
			AR	MR	OT	Total	At Risk 1st-24 th ile	Moderate Risk 25th-49th th ile		On Target 50th% and above	AR	MR	OT	Total	At Risk 1st-24 th ile		Moderate Risk 25th-49th th ile	On Target 50th% and above	AR	MR	OT	Total	At Risk 1st-24 th ile	Moderate Risk 25th-49th th ile	On Target 50th% and above
Am Indian	Fall 2011	1.41	12	3	2	17	70.59%	17.65%	11.76%	1.72	15	11	6	32	46.88%	34.38%	18.75%	1.93	11	7	9	27	40.74%	25.93%	33.33%
	Spring	1.50	10	7	1	18	55.56%	38.89%	5.56%	1.89	12	7	9	28	42.86%	25.00%	32.14%	1.88	11	7	8	26	42.31%	26.92%	30.77%
Asian	Fall 2011	2.30	26	31	61	118	22.03%	26.27%	51.69%	2.45	18	21	65	104	17.31%	20.19%	62.50%	2.50	12	27	62	101	11.88%	26.73%	61.39%
	Spring	2.35	23	31	65	119	19.33%	26.05%	54.62%	2.60	9	23	70	102	8.82%	22.55%	68.63%	2.49	16	20	65	101	15.84%	19.80%	64.36%
Black	Fall 2011	1.90	42	27	32	101	41.58%	26.73%	31.68%	1.81	44	24	26	94	46.81%	25.53%	27.66%	2.02	32	28	34	94	34.04%	29.79%	36.17%
	Spring	1.93	39	24	32	95	41.05%	25.26%	33.68%	2.00	30	33	30	93	32.26%	35.48%	32.26%	2.01	35	28	36	99	35.35%	28.28%	36.36%
Hispanic	Fall 2011	1.98	72	71	68	211	34.12%	33.65%	32.23%	1.97	75	67	69	211	35.55%	31.75%	32.70%	1.90	87	63	65	215	40.47%	29.30%	30.23%
	Spring	2.02	69	66	73	208	33.17%	31.73%	35.10%	2.00	68	69	68	205	33.17%	33.66%	33.17%	1.84	86	64	54	204	42.16%	31.37%	26.47%
Multiracial	Fall 2011	2.00	8	8	8	24	33.33%	33.33%	33.33%	2.36	3	12	13	28	10.71%	42.86%	46.43%	2.25	3	6	7	16	18.75%	37.50%	43.75%
	Spring	2.04	7	10	8	25	28.00%	40.00%	32.00%	2.46	2	11	15	28	7.14%	39.29%	53.57%	2.21	4	7	8	19	21.05%	36.84%	42.11%
Other	Fall 2011	1.50	4	1	1	6	66.67%	16.67%	16.67%	2.13	3	1	4	8	37.50%	12.50%	50.00%	2.27	2	4	5	11	18.18%	36.36%	45.45%
	Spring	2.50	0	3	3	6	0.00%	50.00%	50.00%	2.00	1	2	1	4	25.00%	50.00%	25.00%	1.57	16	1	6	23	69.57%	4.35%	26.09%
Pacific Islander	Fall 2011	1.85	12	6	8	26	46.15%	23.08%	30.77%	1.68	13	3	6	22	59.09%	13.64%	27.27%	1.59	15	1	6	22	68.18%	4.55%	27.27%
	Spring	1.88	11	7	8	26	42.31%	26.92%	30.77%	1.80	8	8	4	20	40.00%	40.00%	20.00%	1.80	2	2	1	5	40.00%	40.00%	20.00%
White	Fall 2011	2.38	87	170	298	555	15.68%	30.63%	53.69%	2.29	114	138	267	519	21.97%	26.59%	51.45%	2.42	94	128	327	549	17.12%	23.32%	59.56%
	Spring	2.35	97	159	291	547	17.73%	29.07%	53.20%	2.37	98	118	284	500	19.60%	23.60%	56.80%	2.45	90	117	335	542	16.61%	21.59%	61.81%
ALL Students	Fall 2011	2.20	263	317	478	1058	24.86%	29.96%	45.18%	2.17	285	277	456	1018	28.00%	27.21%	44.79%	2.25	256	264	515	1035	24.73%	25.51%	49.76%
	Spring	2.22	256	307	481	1044	24.52%	29.41%	46.07%	2.26	228	271	481	980	23.27%	27.65%	49.08%	2.25	260	246	513	1019	25.52%	24.14%	50.34%
2009	Fall	2.19	294	248	485	1027	28.63%	24.15%	47.22%	2.25	288	254	566	1108	25.99%	22.92%	51.08%	2.42	189	207	610	1006	18.79%	20.58%	60.64%

		Index	Grade 9 MAPS Mathematics				At Risk 1st-24 th ile	Moderate Risk 25th-49th th ile	On Target 50th% and above
			Count						
			AR	MR	OT	Total			
Am Indian	Fall 2011	2.21	3	5	6	14	21.43%	35.71%	42.86%
	Spring	2.50	2	2	8	12	16.67%	16.67%	66.67%
Asian	Fall 2011	2.59	15	21	89	125	12.00%	16.80%	71.20%
	Spring	2.64	14	17	93	124	11.29%	13.71%	75.00%
Black	Fall 2011	2.23	31	19	55	105	29.52%	18.10%	52.38%
	Spring	2.37	17	18	48	83	20.48%	21.69%	57.83%
Hispanic	Fall 2011	2.12	58	60	83	201	28.86%	29.85%	41.29%
	Spring	2.22	54	46	97	197	27.41%	23.35%	49.24%
Multiracial	Fall 2011	2.16	12	13	19	44	27.27%	29.55%	43.18%
	Spring	2.34	8	7	20	35	22.86%	20.00%	57.14%
Other	Fall 2011	2.13	2	3	3	8	25.00%	37.50%	37.50%
	Spring	2.00	2	4	2	8	25.00%	50.00%	25.00%
Pacific Islander	Fall 2011	1.69	17	4	8	29	58.62%	13.79%	27.59%
	Spring	2.12	8	6	11	25	32.00%	24.00%	44.00%
White	Fall 2011	2.54	91	128	451	670	13.58%	19.10%	67.31%
	Spring	2.62	69	94	442	605	11.40%	15.54%	73.06%
ALL Students	Fall 2011	2.41	229	253	716	1198	19.12%	21.12%	59.77%
	Spring	2.50	174	194	721	1089	15.98%	17.81%	66.21%
2009	Fall	2.42	160	241	558	959	16.68%	25.13%	58.19%

Legend			
	Definition	Formula	Range
Participation	Shows percentage of students participating in the fall assessment window	"=Total Students tested/Total Students Rostered"	0-15,0000
Index	A group scoring a 1 has 100% of students At Risk (below the 25th percentile); A group with 3.0 has 100% of students On Target (above the 50th percentile)	"= (.01*AR)+(.02*MR)+(.03*OT)"	1.0-3.0
AR	At Risk; students in this cell on MAP scored below the 25th percentile		
MR	Moderate Risk; students in this cell on MAP scored between the 25th and the 49th percentile		
OT	On Target; students in this cell on MAP scored above the 50th percentile		
●	Dots indicate more than one third of students fell below the 25th percentile	"=AR ≥ 33.4%"	

**Auburn School District
Middle School Honors Course Enrollments
2011-2012 Semester 2 Report**

Middle School Honors course Enrollments												
		Total % of Enrollments	Percent of MS Honors Enrollments by Grade			Count						
			Grade 6	Grade 7	Grade 8	6		7		8		Total
						F	M	F	M	F	M	
Am Indian	2011-2012 S1	1.40%	4.17%	41.67%	54.17%		1	9	1	4	9	24
	2011-2012 S2	1.37%	0.00%	43.48%	21.74%			9	1	5		23
Asian	2011-2012 S1	11.93%	26.96%	31.37%	41.67%	24	31	35	29	49	36	204
	2011-2012 S2	12.54%	27.01%	32.70%	40.28%	22	35	35	34	51	34	211
Black	2011-2012 S1	4.27%	23.29%	20.55%	56.16%	9	8	8	7	17	24	73
	2011-2012 S2	4.04%	23.53%	20.59%	55.88%	8	8	8	6	16	22	68
Hispanic	2011-2012 S1	7.84%	24.63%	31.34%	44.03%	22	11	29	13	30	29	134
	2011-2012 S2	7.66%	28.68%	37.21%	34.11%	27	10	32	16	17	27	129
Multiracial	2011-2012 S1	6.14%	20.95%	34.29%	44.76%	8	14	17	19	17	30	105
	2011-2012 S2	5.94%	22.00%	36.00%	42.00%	8	14	20	16	18	24	100
Pacific Islander	2011-2012 S1	1.05%	22.22%	11.11%	66.67%	4	0	2	0	1	11	18
	2011-2012 S2	0.95%	25.00%	12.50%	62.50%	4	0	2	0	1	9	16
White	2011-2012 S1	67.37%	25.78%	25.61%	48.61%	148	149	171	124	258	302	1152
	2011-2012 S2	67.50%	25.79%	25.00%	49.21%	147	146	170	114	269	290	1136
ALL Students	2011-2012 S1	100.00%	25.09%	27.13%	47.78%	215	214	271	193	376	441	1710
	2011-2012 S2	100.00%	25.49%	27.51%	47.00%	216	213	276	187	377	414	1683
Baseline 2008-2009 Enrollments			17.84%	22.79%	59.38%	274		350		912		1536

Auburn School District Grade 9 Credits Earned 2011-2012 Semester 2 Report

		Index	Grade 9 Earned Credits						
			Count				Percent		
			AR	MR	OT	Total	At Risk	Moderate Risk	On Target
Am Indian	2009-2010 S2	2.00	15	4	15	34	44.12%	11.76%	44.12%
	2010-2011 S2	2.22	8	5	14	27	29.63%	18.52%	51.85%
	2011-2012 S2	2.38	2	4	7	13	15.38%	30.77%	53.85%
Asian	2009-2010 S2	2.54	22	21	99	142	15.49%	14.79%	69.72%
	2010-2011 S2	2.73	6	17	85	108	5.56%	15.74%	78.70%
	2011-2012 S2	2.73	9	11	87	107	8.41%	10.28%	81.31%
Black	2009-2010 S2	2.23	22	28	44	94	23.40%	29.79%	46.81%
	2010-2011 S2	2.24	23	28	47	98	23.47%	28.57%	47.96%
	2011-2012 S2	2.27	18	22	39	79	22.78%	27.85%	49.37%
Hispanic	2009-2010 S2	2.19	48	54	84	186	25.81%	29.03%	45.16%
	2010-2011 S2	2.27	35	58	83	176	19.89%	32.95%	47.16%
	2011-2012 S2	2.27	50	65	112	227	22.03%	28.63%	49.34%
Multiracial	2009-2010 S2	2.20	1	2	2	5	20.00%	40.00%	40.00%
	2010-2011 S2	2.41	4	5	13	22	18.18%	22.73%	59.09%
	2011-2012 S2	2.35	15	26	45	86	17.44%	30.23%	52.33%
Other	2009-2010 S2	2.00	0	1	0	1	0.00%	100.00%	0.00%
	2010-2011 S2	0.00	0	0	0	0			
	2011-2012 S2								
Pacific Islander	2009-2010 S2	2.00	1	2	1	4	25.00%	50.00%	25.00%
	2010-2011 S2	2.00	2	4	2	8	25.00%	50.00%	25.00%
	2011-2012 S2	1.94	12	10	10	32	37.50%	31.25%	31.25%
White	2009-2010 S2	2.61	82	120	525	727	11.28%	16.51%	72.21%
	2010-2011 S2	2.59	89	123	520	732	12.16%	16.80%	71.04%
	2011-2012 S2	2.64	60	121	485	666	9.01%	18.17%	72.82%
ALL Students	2009-2010 S2	2.49	191	232	770	1193	16.01%	19.45%	64.54%
	2010-2011 S2	2.51	167	240	764	1171	14.26%	20.50%	65.24%
	2011-2012 S2	2.51	166	259	785	1210	13.72%	21.40%	64.88%

S1 AR=0-1.9 credits, MR=2.0-2.9 credits, OT=3+credits

S2 AR=0-3.9 credits, MR=4.0-5.9 credits, OT=6+ credits

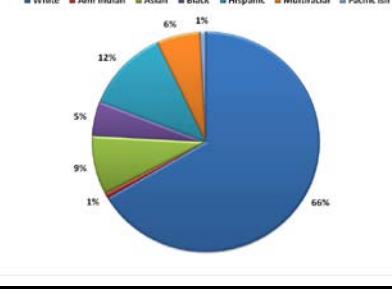
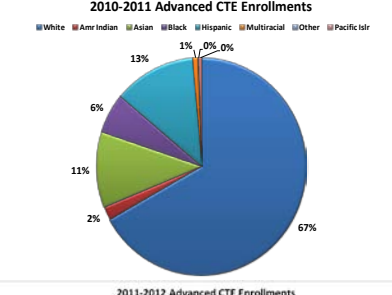
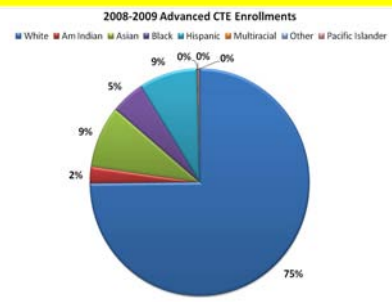
Auburn School District High School

Advanced CTE, Honors, Advanced Placement Enrollments

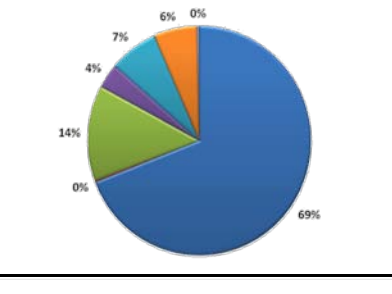
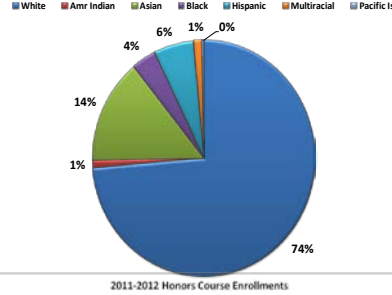
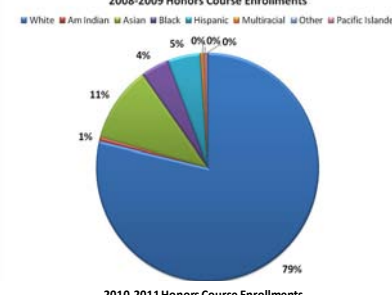
2011-2012 End of Year Report

		Total Percent of Enrollments	Advanced CTE Courses												Total
			Percent				Count								
			Grade 9	Grade 10	Grade 11	Grade 12	9		10		11		12		
Am Indian	2008-2009 EOY	2.38%	1.79%	21.43%	53.57%	23.21%	1		8	4	10	20	5	8	56
	2009-2010 EOY	2.96%	0.00%	19.72%	26.76%	53.52%			4	10	10	9	7	31	71
	2010-2011 EOY	2.03%	2.08%	16.67%	31.25%	50.00%	0	1	3	5	9	6	13	11	48
	2011-2012 EOY	0.79%	5.26%	21.05%	42.11%	31.58%	0	1	4	0	3	5	4	2	19
Asian	2008-2009 EOY	8.87%	3.83%	25.36%	27.27%	43.54%	2	6	24	29	40	17	39	52	209
	2009-2010 EOY	9.97%	3.77%	22.18%	41.84%	32.22%	3	6	18	35	35	65	56	21	239
	2010-2011 EOY	11.14%	2.27%	21.97%	29.17%	46.59%	2	4	35	23	37	40	44	79	264
	2011-2012 EOY	8.60%	7.25%	19.81%	34.30%	38.65%	9	6	24	17	39	32	27	53	207
Black	2008-2009 EOY	4.93%	7.76%	23.28%	33.62%	35.34%	1	8	10	17	20	19	18	23	116
	2009-2010 EOY	5.05%	1.65%	14.88%	39.67%	43.80%	1	1	12	6	19	29	29	24	121
	2010-2011 EOY	5.99%	3.52%	19.72%	30.28%	46.48%	3	2	16	12	21	22	22	44	142
	2011-2012 EOY	12.04%	10.00%	20.34%	34.14%	35.52%	10	19	30	29	46	53	48	55	290
Hispanic	2008-2009 EOY	8.62%	2.96%	30.05%	27.09%	39.90%	2	4	19	42	21	34	30	51	203
	2009-2010 EOY	9.63%	4.76%	15.58%	41.13%	38.53%	5	6	17	19	27	68	36	53	231
	2010-2011 EOY	12.62%	4.35%	18.06%	29.10%	48.49%	5	8	21	33	36	51	42	103	299
	2011-2012 EOY	12.04%	10.00%	20.34%	34.14%	35.52%	10	19	30	29	46	53	48	55	290
Multiracial	2008-2009 EOY	0.08%	0.00%	100.00%	0.00%	0.00%			2						2
	2009-2010 EOY	0.08%	0.00%	100.00%	0.00%	0.00%			1	1					2
	2010-2011 EOY	0.80%	10.53%	10.53%	47.37%	31.58%	2	0	0	2	6	3	6	0	19
	2011-2012 EOY	6.19%	5.37%	17.45%	37.58%	39.60%	3	5	10	16	23	33	28	31	149
Other	2008-2009 EOY	0.08%	0.00%	0.00%	100.00%	0.00%					1	1			2
	2009-2010 EOY	0.17%	0.00%	0.00%	100.00%	0.00%					4				4
	2010-2011 EOY	0.08%	50.00%	0.00%	50.00%	0.00%	1	0	0	0	0	1	0	0	2
	2011-2012 EOY														
Pacific Islander	2008-2009 EOY	0.21%	20.00%	20.00%	60.00%	0.00%		1	1		1	2			5
	2009-2010 EOY	0.50%	0.00%	16.67%	33.33%	50.00%			1	1	4		4	2	12
	2010-2011 EOY	0.42%	10.00%	20.00%	50.00%	20.00%	0	1	1	1	3	2	2	0	10
	2011-2012 EOY	0.83%	20.00%	35.00%	15.00%	30.00%	2	2	7	0	1	2	2	4	20
White	2008-2009 EOY	74.82%	3.41%	16.46%	37.17%	42.96%	18	42	124	166	279	376	371	386	1762
	2009-2010 EOY	71.64%	3.03%	19.67%	29.34%	47.96%	12	40	174	164	246	258	346	478	1718
	2010-2011 EOY	66.91%	3.22%	18.93%	34.01%	43.85%	17	34	122	178	278	261	301	394	1585
	2011-2012 EOY	66.49%	5.43%	20.61%	29.17%	44.78%	34	53	170	160	220	247	350	367	1601
ALL Students	2008-2009 EOY	100.00%	3.61%	18.94%	35.71%	41.74%	85	446	841		983				2355
	2009-2010 EOY	100.00%	3.09%	19.31%	32.28%	45.33%	74	463	774		1087				2398
	2010-2011 EOY	100.00%	3.38%	19.08%	32.76%	44.79%	80	452	776		1061				2369
	2011-2012 EOY	100.00%	6.19%	20.18%	30.56%	43.06%	149	486	736		1037				2408

*2009-2010 S1 numbers corrected from previous version-Business Math and Auto Tech 1 now excluded



		Total Percent of Enrollments	High School Honors Courses*												Total
			Percent				Count								
			Grade 9	Grade 10	Grade 11	Grade 12	9		10		11		12		
Am Indian	2008-2009 EOY	0.55%	75.00%	25.00%	0.00%	0.00%	2	4	2						8
	2009-2010 EOY	0.82%	66.67%	33.33%	0.00%	0.00%	4	4	4						12
	2010-2011 EOY	1.08%	52.94%	47.06%	0.00%	0.00%	6	3	6	2					17
	2011-2012 EOY	0.25%	50.00%	50.00%	0.00%	0.00%	2	2	2	2					4
Asian	2008-2009 EOY	10.87%	51.27%	48.73%	0.00%	0.00%	41	40	42	35					158
	2009-2010 EOY	13.04%	62.63%	37.37%	0.00%	0.00%	80	39	41	30					190
	2010-2011 EOY	14.44%	56.83%	43.17%	0.00%	0.00%	91	38	66	32					227
	2011-2012 EOY	13.48%	67.76%	32.24%	0.00%	0.00%	97	48	53	16					214
Black	2008-2009 EOY	4.06%	59.32%	40.68%	0.00%	0.00%	17	18	20	4					59
	2009-2010 EOY	3.84%	48.21%	51.79%	0.00%	0.00%	18	9	15	14					56
	2010-2011 EOY	3.63%	78.95%	21.05%	0.00%	0.00%	26	19	10	2					57
	2011-2012 EOY	3.53%	67.86%	32.14%	0.00%	0.00%	28	10	8	10					56
Hispanic	2008-2009 EOY	4.82%	55.71%	44.29%	0.00%	0.00%	16	23	14	17					70
	2009-2010 EOY	5.08%	67.57%	32.43%	0.00%	0.00%	41	9	9	15					74
	2010-2011 EOY	5.73%	62.22%	37.78%	0.00%	0.00%	39	17	28	6					90
	2011-2012 EOY	7.06%	58.93%	41.07%	0.00%	0.00%	39	27	32	14					112
Multiracial	2008-2009 EOY	0.48%	100.00%	0.00%	0.00%	0.00%	4	3							7
	2009-2010 EOY	0.75%	63.64%	36.36%	0.00%	0.00%	3	4	4						11
	2010-2011 EOY	1.21%	84.21%	15.79%	0.00%	0.00%	8	8	2	1					19
	2011-2012 EOY	6.30%	56.00%	44.00%	0.00%	0.00%	34	22	35	9					100
Other	2008-2009 EOY	0.21%	100.00%	0.00%	0.00%	0.00%	3	0							3
	2009-2010 EOY	0.27%	0.00%	100.00%	0.00%	0.00%			4						4
	2010-2011 EOY	0.00%													0
	2011-2012 EOY	0.00%													0
Pacific Islander	2008-2009 EOY	0.34%	100.00%	0.00%	0.00%	0.00%	3	2							5
	2009-2010 EOY	0.27%	0.00%	100.00%	0.00%	0.00%			2	2					4
	2010-2011 EOY	0.25%	100.00%	0.00%	0.00%	0.00%	4								4
	2011-2012 EOY	0.32%	60.00%	40.00%	0.00%	0.00%	1	2	2						5
White	2008-2009 EOY	78.66%	61.94%	37.97%	0.09%	0.00%	426	282	266	168	1				1143
	2009-2010 EOY	75.91%	56.24%	43.76%	0.00%	0.00%	360	262	300	184					1106
	2010-2011 EOY	73.66%	62.78%	37.22%	0.00%	0.00%	434	293	278	153					1158
	2011-2012 EOY	69.06%	59.22%	40.78%	0.00%	0.00%	434	215	282	165					1096
ALL Students	2008-2009 EOY	100.00%	60.84%	39.09%	0.07%	0.00%	884	568	1						1453
	2009-2010 EOY	100.00%	56.90%	43.10%	0.00%	0.00%	829	628	0						1457
	2010-2011 EOY	100.00%	62.72%	37.28%	0.00%	0.00%	986	586	0						1572
	2011-2012 EOY	100.00%	60.43%	39.57%	0.00%	0.00%	633	326	414	214					1587



PERSONNEL--CERTIFICATED

Curriculum/Non-Curriculum hours

Additional workload

1. Brown, Karen 20 hour(s) @ hourly rate of pay effective 6/1/2012
2. Tomasi, John 10 hour(s) @ hourly rate of pay effective 6/1/2012

Certificated Interview Team

1. Bishop, Alie 5 hour(s) @ hourly rate of pay effective 8/10/2012
2. Morgan, Robert 5 hour(s) @ hourly rate of pay effective 8/13/2012
3. O'Rourke, Stacey 2 hour(s) @ hourly rate of pay effective 8/16/2012
4. Strobel, Kimberly 2 hour(s) @ hourly rate of pay effective 8/7/2012

Insight program support

1. Lutton, Judith 40 hour(s) @ hourly rate of pay effective 9/5/2012
2. Sigurdson, Janice 40 hour(s) @ hourly rate of pay effective 9/5/2012
3. Sullivan, Francine 40 hour(s) @ hourly rate of pay effective 9/5/2012

Language arts teacher

1. Erie, Janice 14 hour(s) @ hourly rate of pay effective 9/6/2012

MS standards-based

1. Agnew, Corrie 6 hour(s) @ hourly rate of pay effective 8/16/2012
2. Allison, Deborah 6 hour(s) @ hourly rate of pay effective 8/16/2012
3. Austin, Stephanie 6 hour(s) @ hourly rate of pay effective 8/16/2012

- 4 . Ball, Katherine 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 5 . Boma, John 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 6 . Brown, Shayna 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 7 . Buhr, Susan 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 8 . Butler, Mark 10.5 hour(s) @ hourly rate of pay effective
8/16/2012
- 9 . Campbell, David 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 10 . Carstens, Corrie 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 11 . Cowan, Aaron 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 12 . Dozier, Alethea 10.5 hour(s) @ hourly rate of pay effective
8/16/2012
- 13 . Dunham, Ryan 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 14 . Durham, Ann 10.5 hour(s) @ hourly rate of pay effective
8/16/2012
- 15 . Englander, Brandy 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 16 . Flory, Joni 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 17 . Fonda, Paulette 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 18 . Furth, Paul 6 hour(s) @ hourly rate of pay effective
8/16/2012
- 19 . Hubbell, Carolyn 10.5 hour(s) @ hourly rate of pay effective
8/16/2012
- 20 . Kamola, Lynn 6 hour(s) @ hourly rate of pay effective
8/16/2012

21 . Karpan, Lori 6 hour(s) @ hourly rate of pay effective
8/16/2012

22 . Killett, Casey 6 hour(s) @ hourly rate of pay effective
8/16/2012

23 . Knudtson, Robyn 6 hour(s) @ hourly rate of pay effective
8/16/2012

24 . Koenig, Sally 6 hour(s) @ hourly rate of pay effective
8/16/2012

25 . Kovash, Julie 6 hour(s) @ hourly rate of pay effective
8/16/2012

26 . Lasher, Tracy 6 hour(s) @ hourly rate of pay effective
8/16/2012

27 . Light, Robin 6 hour(s) @ hourly rate of pay effective
8/16/2012

28 . Lubash, Dennis 6 hour(s) @ hourly rate of pay effective
8/16/2012

29 . Ludwigson, Christine 6 hour(s) @ hourly rate of pay effective
8/16/2012

30 . Luetzgen, Sandra 6 hour(s) @ hourly rate of pay effective
8/16/2012

31 . MacDougall, Joel 6 hour(s) @ hourly rate of pay effective
8/16/2012

32 . Mentink, Justin 6 hour(s) @ hourly rate of pay effective
8/16/2012

33 . Morgan, Julie 6 hour(s) @ hourly rate of pay effective
8/16/2012

34 . Nelson, shari 6 hour(s) @ hourly rate of pay effective
8/16/2012

35 . Olson, Kevin 6 hour(s) @ hourly rate of pay effective
8/16/2012

36 . O'Rourke, Stacey 10.5 hour(s) @ hourly rate of pay effective
8/16/2012

37 . Pridemore, Cindy 6 hour(s) @ hourly rate of pay effective
8/16/2012

- 38 . Rasmussen, Dawn 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 39 . Rock, Michele 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 40 . Root, Micala 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 41 . Snyder, Cheryl 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 42 . Strobel, Kimberly 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 43 . Taylor, Quynh 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 44 . Todd, Kristin 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 45 . Toy, Dixie 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 46 . Ulrich, Cyndia 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 47 . Watkins-Gatlin, Kanika 6 hour(s) @ hourly rate of pay effective 8/16/2012
- 48 . Willson, Jennifer 6 hour(s) @ hourly rate of pay effective 8/16/2012

Proctor for HSPE retake

- 1 . Woody, Lisa 5 hour(s) @ hourly rate of pay effective 8/14/2012

Project GLAD

- 1 . Bulson, Laurie 22 hour(s) @ hourly rate of pay effective 9/5/2012
- 2 . Burtts, Heather 34 hour(s) @ hourly rate of pay effective 9/5/2012
- 3 . Carrizosa, Carla 22 hour(s) @ hourly rate of pay effective 9/5/2012

4 . Lamb, Peter 34 hour(s) @ hourly rate of pay effective
9/5/2012

Reading/math standards

1 . Adams, Lori 6 hour(s) @ hourly rate of pay effective
8/21/2012

2 . Beaubien, Monica 6 hour(s) @ hourly rate of pay effective
8/21/2012

3 . Blau, Cynthia 6 hour(s) @ hourly rate of pay effective
8/21/2012

4 . Bonham, Kelsey 6 hour(s) @ hourly rate of pay effective
8/21/2012

5 . Borton, Sharon 10 hour(s) @ hourly rate of pay effective
8/21/2012

6 . Bronson, Angela 6 hour(s) @ hourly rate of pay effective
8/21/2012

7 . Brooks, Amanda 10 hour(s) @ hourly rate of pay effective
8/21/2012

8 . Carlson Ray, Carol 6 hour(s) @ hourly rate of pay effective
8/21/2012

9 . Carrizosa, Carla 6 hour(s) @ hourly rate of pay effective
8/21/2012

10 . Carroll, Cynthia 10 hour(s) @ hourly rate of pay effective
8/7/2012

11 . Cole, Amy 10 hour(s) @ hourly rate of pay effective
8/7/2012

12 . Cramer, Joan 6 hour(s) @ hourly rate of pay effective
8/21/2012

13 . Crow, Monica 6 hour(s) @ hourly rate of pay effective
8/21/2012

14 . Cummings, Andrea 10 hour(s) @ hourly rate of pay effective
8/7/2012

15 . Davis, Mary Kathryn 6 hour(s) @ hourly rate of pay effective
8/21/2012

- 16 . DeJong, Catherine 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 17 . Embery, Susan 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 18 . Erickson, Season 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 19 . Escalera, Jillyan 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 20 . Espinoza, Cori 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 21 . Garcia, Deayrdra 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 22 . Garrido, Kathleen 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 23 . Gordon, Sandra 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 24 . Haechler, Molly 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 25 . Hall, Breana 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 26 . Harmaning, Linda 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 27 . Heier, Adrienne 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 28 . Horn, Lisa 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 29 . Jeffreys, Brendan 4 hour(s) @ hourly rate of pay effective 8/7/2012
- 30 . Jenks, Karen 4 hour(s) @ hourly rate of pay effective 8/7/2012
- 31 . Johnson, Beth 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 32 . Lindberg, Dara 10 hour(s) @ hourly rate of pay effective 8/7/2012

33 . Logan, Carolyn 10 hour(s) @ hourly rate of pay effective
8/7/2012

34 . McGaughey, Debora 6 hour(s) @ hourly rate of pay effective
8/21/2012

35 . Moore, Erika 10 hour(s) @ hourly rate of pay effective
8/7/2012

36 . Musial, Diana 6 hour(s) @ hourly rate of pay effective
8/21/2012

37 . Nissen-Haney, Jacqueline 6 hour(s) @ hourly rate of pay effective
8/21/2012

38 . Parce, Wendy 6 hour(s) @ hourly rate of pay effective
8/21/2012

39 . Podeszwa, Ty 6 hour(s) @ hourly rate of pay effective
8/21/2012

40 . Poppe, Dana 6 hour(s) @ hourly rate of pay effective
8/21/2012

41 . Pozzi, Lena 6 hour(s) @ hourly rate of pay effective
8/21/2012

42 . Pridemore, kate 6 hour(s) @ hourly rate of pay effective
8/21/2012

43 . Riley, James 6 hour(s) @ hourly rate of pay effective
8/21/2012

44 . Saiki, Donna 6 hour(s) @ hourly rate of pay effective
8/21/2012

45 . Scholzen, Julie 10 hour(s) @ hourly rate of pay effective
8/7/2012

46 . Schuman, Susan 10 hour(s) @ hourly rate of pay effective
8/7/2012

47 . Seeley, MaryJo 6 hour(s) @ hourly rate of pay effective
8/21/2012

48 . Sergis, Melissa 6 hour(s) @ hourly rate of pay effective
8/21/2012

49 . Spaid, Marissa 6 hour(s) @ hourly rate of pay effective
8/21/2012

- 50 . Spears, Lindsay 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 51 . Stalmaster, Margaret 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 52 . Stang, Barbara 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 53 . Surber, Maribeth 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 54 . Swanson, Jennifer 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 55 . Sweeney, Devan 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 56 . Williams, Christine 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 57 . Wren, Alice 6 hour(s) @ hourly rate of pay effective 8/21/2012
- 58 . Young, Danielle 6 hour(s) @ hourly rate of pay effective 8/21/2012

Summer school

- 1 . Clough, Michelle 56 hour(s) @ hourly rate of pay effective 8/13/2012
- 2 . Lindgren, Sharon 10 hour(s) @ hourly rate of pay effective 8/7/2012
- 3 . Moter, Alisha As needed @ hourly rate of pay effective 8/7/2012

Washington re-education training

- 1 . Comstock, Bradley 24 hour(s) @ hourly rate of pay effective 8/13/2012
- 2 . Farley, Greg 24 hour(s) @ hourly rate of pay effective 8/13/2012
- 3 . George, Nicolas 24 hour(s) @ hourly rate of pay effective 8/13/2012

- 4 . Kelley-Kennedy, Erika 24 hour(s) @ hourly rate of pay effective 8/13/2012
- 5 . Rusch-Furnstahl, Shari 24 hour(s) @ hourly rate of pay effective 8/13/2012
- 6 . Samuelson, Jennifer 24 hour(s) @ hourly rate of pay effective 8/13/2012
- 7 . Scacco, Deborah 24 hour(s) @ hourly rate of pay effective 8/13/2012
- 8 . Skiff, Carl 24 hour(s) @ hourly rate of pay effective 8/13/2012

New Hire

Teacher

- 1 . Caldarulo, Brittany effective 9/5/2012
C1, S0
First grade (replacement)
- 2 . Covey, Erica effective 9/5/2012
C7, S0
.4 job share @ AJ (first grade)/.2 math specialist (HZ)
- 3 . Davis, Margery effective 9/5/2012
C7, S2
Science
- 4 . Edwards, Michelle effective 9/5/2012
C1, S2
Math
- 5 . Johnson, Anna effective 9/5/2012
C7, S1
Language Arts (.5)
- 6 . Johnson, Benjamin effective 9/5/2012
C1, S5
P.E.
- 7 . Libadia, Lauren effective 9/5/2012
C1, S0
Special education (.5)
- 8 . Moritz, Robert effective 9/5/2012
C5, S1
Robotics teacher

9. Slease, Cristina

effective 9/5/2012

C1, S0

Special Education

Resignation/Retire

Teacher

1. Coker, Rhonda

effective 6/19/2012

Relocation

2. Tinsley, Brian

effective 6/20/2012

Employment elsewhere

PERSONNEL--CLASSIFIED

Curriculum/Non-curriculum hours

Accompanist - Piano

1. Wardell-Monsen, Tia 17 hour(s) @ hourly rate of pay effective 5/31/2012

Building remodel - Pack/unpack office

1. Raybuck, Leanne 8 hour(s) @ hourly rate of pay effective 6/19/2012

Coach - Track 6th grade

1. Weaver, Rory 40 hour(s) @ hourly rate of pay effective 5/1/2012
Stipend - \$794

ESY

1. Briones, Brandon 50 hour(s) @ hourly rate of pay effective 7/9/2012

Extra hours - Administrative retreat

1. Brown, Lisa As needed @ hourly rate of pay effective 8/1/2012

Extra hours - CPPW grant menu analysis

1. Amburgey, Kenlynn As needed @ hourly rate of pay effective 6/7/2012
2. Dahlstedt, Lisa As needed @ hourly rate of pay effective 6/7/2012

Extra hours - Kitchen prep for school year

1. Alexander, Cindy As needed @ hourly rate of pay effective 8/22/2012
2. Dube, Debra As needed @ hourly rate of pay effective 8/9/2012
3. Nesbitt, Debra As needed @ hourly rate of pay effective 8/20/2012

Office assistance to new principal

1. Scarlett, Ardith 16 hour(s) @ hourly rate of pay effective 8/1/2012

Preparation - NATEF evaluation

1. Book, Tanya 19 hour(s) @ hourly rate of pay effective 12/1/2011

Screening - Childfind

1. Hodge, Bobbie As needed @ hourly rate of pay effective 8/13/2012

Summer school - Bus driver

1. Thomas, Toni As needed @ hourly rate of pay effective 7/12/2012

Summer school - Para-Educator

1. Chittenden, Amanda 56 hour(s) @ hourly rate of pay effective 8/6/2012
2. Hart, Jay 42 hour(s) @ hourly rate of pay effective 8/6/2012
3. Hart, Kimberly 56 hour(s) @ hourly rate of pay effective 8/6/2012
4. Ketner, Jenny 36 hour(s) @ hourly rate of pay effective 8/6/2012
5. Newman, Kristi 56 hour(s) @ hourly rate of pay effective 8/6/2012

Training - Washington Re-Education

1. Beyer, Tiffany 24 hour(s) @ hourly rate of pay effective 8/13/2012
2. Briones, Brandon 24 hour(s) @ hourly rate of pay effective 8/13/2012
3. Bylin, Debra 24 hour(s) @ hourly rate of pay effective 8/13/2012
4. Cook, Claire 24 hour(s) @ hourly rate of pay effective 8/13/2012
5. Downing, John 24 hour(s) @ hourly rate of pay effective 8/13/2012
6. Schaper, Kelly 24 hour(s) @ hourly rate of pay effective 8/13/2012

7. Walker, Pamela

24 hour(s) @ hourly rate of pay effective
8/13/2012

New Hire

Head Start - Assistant Teacher

1. Burger, Susan

5.4 hour(s) for 200 day(s) @ hourly rate of
pay effective 8/27/2012
Qualified, willing applicant hired through the
interview process

2. Tysyachuk, Alla

5.4 hour(s) for 200 day(s) @ hourly rate of
pay effective 8/27/2012
Qualified, willing applicant hired through the
interview process

Rehire

Head Start - Assistant Teacher

1. Aahl, Heather

5.4 hour(s) for 200 day(s) @ hourly rate of
pay effective 8/27/2012
2012-13 school year

2. Caple, Cynthia

5.4 hour(s) for 200 day(s) @ hourly rate of
pay effective 8/27/2012
2012-13 school year

3. Hofer, Natasha

5.4 hour(s) for 200 day(s) @ hourly rate of
pay effective 8/27/2012
2012-13 school year

Head Start - Center Coordinator

1. Russum, Frances

7.6 hour(s) for 211 day(s) @ hourly rate of
pay effective 8/22/2012
2012-13 school year

Head Start - Family Support Specialist

1. Adams, Jennifer

7.6 hour(s) for 203 day(s) @ hourly rate of
pay effective 8/22/2012
2012-13 school year

2. Dowden-Hughes, Sherith

7.6 hour(s) for 203 day(s) @ hourly rate of
pay effective 8/22/2012
2012-13 school year

3. Murphy, Jennifer

7.6 hour(s) for 203 day(s) @ hourly rate of
pay effective 8/22/2012
2012-13 school year

Head Start - Lead Teacher

- 1 . Helm, Lynne 7 hour(s) for 200 day(s) @ hourly rate of pay effective 8/27/2012
2012-13 school year
- 2 . Keene, Jane 7 hour(s) for 200 day(s) @ hourly rate of pay effective 8/27/2012
2012-13 school year
- 3 . Kytan, Lynnette 7 hour(s) for 200 day(s) @ hourly rate of pay effective 8/27/2012
2012-13 school year
- 4 . McConnell, Devaunna 7 hour(s) for 200 day(s) @ hourly rate of pay effective 8/27/2012
2012-13 school year
- 5 . Robinson, Sandra 7 hour(s) for 200 day(s) @ hourly rate of pay effective 8/27/2012
2012-13 school year
- 6 . Zaremba, Stacey 7 hour(s) for 200 day(s) @ hourly rate of pay effective 8/27/2012
2012-13 school year

Resignation/Retire

Custodian A

- 1 . Combs, Dennis effective 8/9/2012
Retirement
- 2 . Witters Jr., Donald effective 9/8/2012
Employment elsewhere

Kitchen Manager - Elementary

- 1 . Wagner, Cheryl effective 6/19/2012
Personal

Student Helper

Garden

- 1 . Guerrera, Jared As needed @ hourly rate of pay effective 7/6/2012

Summer feeding program

- 1 . Ball, Haylee As needed @ hourly rate of pay effective 6/20/2012
- 2 . Baxter, Brandon As needed @ hourly rate of pay effective 6/20/2012

3 . Grishchenko, Diana

As needed @ hourly rate of pay effective
6/20/2012

4 . Zavala, Leticia

As needed @ hourly rate of pay effective
6/20/2012

AUBURN POOL SALARY SCHEDULE

EFFECTIVE SEPTEMBER 1, 2012

Lifeguard/Instructors

Step	0	1	2	3	4
Total Accumulated Hours	0-249	250-499	500-750	751-999	1000+
Rate of Pay	\$9.25	\$9.65	\$10.05	\$10.45	\$10.85

WSI Certified Instructors

Step	0	1	2	3	4
Total Accumulated Hours	0-249	250-499	500-750	751-999	1000+
Rate of Pay	\$10.85	\$11.35	\$11.85	\$12.32	\$12.85

CERTIFICATED RESUMES

a. Brittany Caldarulo--first grade--Pioneer Elementary

Ms. Caldarulo earned her bachelor and master degree at Central Washington University.

Brittany completed her student teaching experience at Pioneer Elementary in June, 2012.

b. Erica Covey--first grade (.4)--Arthur Jacobsen Elementary and math specialist (.2)--Hazelwood Elementary.

Ms. Covey earned her bachelor degree at the University of Northern Colorado and her master degree at Western Governors University.

Erica previously taught in the Anchorage School District.

c. Margery Davis--science--Mt. Baker Middle School

Ms. Davis earned her bachelor degree at the University of Texas and her master degree at Pacific Lutheran University.

Margery has been a substitute in the Kent School District.

d. Michelle Edwards--math--Auburn Riverside High School

Ms. Edwards earned her bachelor degree at Concordia University.

Michelle previously taught in Hermiston, Oregon.

e. Anna Johnson--language arts (.5)--West Auburn High School

Ms. Johnson earned her bachelor degree at the University of Utah and her master degree at Pacific Lutheran University.

Anna previously taught in the Renton School District.

f. Benjamin Johnson--P.E.--Washington Elementary

Mr. Johnson earned his bachelor degree at Central Washington University.

Ben previously taught in the Tacoma School District.

g. Lauren Libadia--special education (.5)--West Auburn High School

Ms. Libadia earned her bachelor degree at Central Washington University.

Lauren completed her student teaching experience at Washington Elementary in March, 2012. She has previously been a para-educator in the Auburn School District and she is an Auburn High School graduate.

h. Robert Moritz--robotics--Olympic Middle School

Mr. Moritz earned his bachelor degree at Central Washington University.

Robert previously taught in the Mossyrock School District.

i. Cristina Slease--special education--Gildo Rey Elementary

Ms. Slease earned her bachelor degree at Pacific Lutheran University.

Cristina completed her student teaching experience in the Tacoma School District in June, 2012.

BUILDING PROGRAM

1. Resolution No. 1162—Certification of Authorized Agents

Resolution No. 1162 is attached certifying the Superintendent, Deputy Superintendent of Business and Operations, and Executive Director of Business are authorized agents, as required by WAC 392-344-120, to execute actions required for state assistance in providing school plant facilities.

Jeffrey Grose, executive director of capital projects, will be present to review and recommend adoption of the resolution.

Recommendation: That Resolution No. 1162 certifying the Superintendent, Deputy Superintendent of Business and Operations, and Executive Director of Business as authorized agents for Auburn School District be adopted.

2. Resolution No. 1163—Certification of Racial Balance for the Auburn High School Modernization and Reconstruction Project

Resolution No. 1163 and a table showing P-105A enrollment information are attached certifying the Auburn High School Modernization and Reconstruction project will not create or aggravate racial balance within the boundaries of Auburn School District as required by WAC 392-344-035.

Jeffrey Grose will be present to review and recommend adoption of the resolution.

Recommendation: That Resolution No. 1163 certifying the Auburn High School Modernization and Reconstruction project's racial balance be adopted.

3. Approval of Auburn High School Modernization and Reconstruction Educational Specifications

Educational Specifications have been prepared by Advance Planning and Research for Architecture for the Auburn High School Modernization and Reconstruction project. A copy of the summary sections of the Educational Specifications is attached. It is requested the board review and approve the Educational Specifications as required by the Office of Superintendent of Public Instruction.

Jeffrey Grose will be present to review and recommend approval of the Educational Specifications.

Recommendation: That Auburn High School Modernization and Reconstruction Educational Specifications be approved as outlined.


AUBURN SCHOOL DISTRICT NO. 408
RESOLUTION NO. 1162


A RESOLUTION CERTIFYING THE SUPERINTENDENT,
DEPUTY SUPERINTENDENT OF BUSINESS AND OPERATIONS,
AND EXECUTIVE DIRECTOR OF BUSINESS
AS AUTHORIZED AGENTS OF AUBURN SCHOOL DISTRICT NO. 408

WHEREAS, WAC 392-344-120 requires the District Board of Directors to provide the Superintendent of Public Instruction with certified signatures of District personnel authorized to execute the required actions set forth in Chapter WAC 392-344, State Assistance in Providing School Plant Facilities, and

WHEREAS, the following signatures have been selected to be authorized as outlined above:


Dr. Dennis "Kip" Herren, Superintendent


Michael Newman, Deputy Superintendent of Business and Operations


Toni Lally, Executive Director of Business

NOW, THEREFORE BE IT RESOLVED, the Board of Directors of AUBURN SCHOOL DISTRICT NO. 408, King County, Washington, certifies the Superintendent, Deputy Superintendent of Business and Operations, and Executive Director of Business are authorized agents of Auburn School District No. 408 as required in WAC 392-344-120.

ADOPTED this 27th day of August, 2012.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board

AUBURN SCHOOL DISTRICT NO. 408
RESOLUTION NO. 1163

A RESOLUTION CERTIFYING THE AUBURN HIGH SCHOOL MODERNIZATION AND RECONSTRUCTION PROJECT WILL NOT CREATE OR AGGRAVATE RACIAL IMBALANCE

WHEREAS, WAC 392-344-035 requires the District Board of Directors to certify that attendance policies for the Auburn High School Modernization and Reconstruction project will not create or aggravate racial imbalance within the boundaries of Auburn School District, and

WHEREAS, the projected combined minority enrollment at Auburn High School Modernization and Reconstruction project will be approximately 45%, and

WHEREAS, the District-wide average is approximately 48%, and

WHEREAS, the minority enrollment at Auburn High School Modernization and Reconstruction project will be within 20 percentage points of the District-wide average, and

WHEREAS, no single minority will exceed 50% of the school enrollment, and

WHEREAS, the school's enrollment of a single minority group with a district-wide enrollment of 30% or more will not exceed the minority group's district-wide percentage by 20% or more,

NOW, THEREFORE BE IT RESOLVED, that based upon these projections, District attendance policies, and WAC 392-344-025 definition of racial imbalance, the Board of Directors of AUBURN SCHOOL DISTRICT NO. 408, King County, Washington, certifies that Auburn High School Modernization and Reconstruction project will not create or aggravate racial imbalance within the boundaries of Auburn School District.

ADOPTED this 27th day of August, 2012.

BOARD OF DIRECTORS

ATTEST:

Secretary to the Board

5-1-12

Count of SSID	Row Labels	Column Labels												Grand Total
		AFRICAN AMERICAN	AMERICAN INDIAN	AMERICAN	ASIAN	HISPANIC	RACIAL	MULTI- PACIFIC ISLANDER	UNKNOWN	WHITE	Grand Total			
	ALPAC ELEMENTARY SCHOOL	22	2	47	121	37	17	242	488					
	ARTHUR JACOBSEN ELEMENTARY	36		84	79	40	4	239	482					
	AUBURN MOUNTAINVIEW H. S.	127		136	188	95	24	896	1476					
	AUBURN RIVERSIDE HIGH SCHOOL	72		148	271	82	13	997	1598					
	AUBURN SENIOR HIGH SCHOOL	98		104	285	110	48	815	1481					
	CASCADE MIDDLE SCHOOL	62		47	128	48	42	403	734					
	CHINOOK ELEMENTARY SCHOOL	22		10	122	45	4	94	356					
	DICK SCOBEE ELEMENTARY SCHOOL	36		19	135	29	48	230	499					
	EVERGREEN HEIGHTS ELEMENTARY	37		61	104	28	17	202	451					
	GILDO REY ELEMENTARY SCHOOL	32		17	247	32	35	133	505					
	HAZELWOOD ELEMENTARY SCHOOL	52		40	124	21	9	346	595					
	HEAD START AUBURN	3		2	21	1	1	10	38					
	HEAD START LEA HILL	3			20	3		11	37					
	HEAD START PIONEER	3			24	3	2	4	38					
	ILALKO ELEMENTARY SCHOOL	26		3	137	44	9	257	517					
	LAKE VIEW ELEMENTARY SCHOOL	1		2	51	16	3	291	368					
	LAKELAND HILLS ELEMENTARY	47		4	89	54	2	362	653					
	LEA HILL ELEMENTARY SCHOOL	54		23	62	39		235	413					
	MT BAKER MIDDLE SCHOOL	62		100	221	63	17	440	910					
	OLYMPIC MIDDLE SCHOOL	50		65	196	42	10	274	678					
	PIONEER ELEMENTARY SCHOOL	19		11	249	25	28	117	452					
	RAINIER MIDDLE SCHOOL	69		84	114	44	1	518	837					
	SPECIAL SERVICES SCHOOL	6		10	44	16	2	77	160					
	TERMINAL PARK ELEMENTARY	40		3	69	38	14	214	398					
	WASHINGTON ELEMENTARY SCHOOL	29		10	98	46	27	192	421					
	WEST AUBURN SENIOR HIGH SCHOOL	15		11	68	12	6	115	234					
Grand Total		1023	242	1165	3267	1013	383	7714	14819	12	7714	14819		

**EDUCATIONAL SPECIFICATIONS
AND ARCHITECTURAL PROGRAM**

AUBURN HIGH SCHOOL RENEWAL

AUBURN SCHOOL DISTRICT NO. 408

AUBURN, WASHINGTON

**SUPERINTENDENT OF SCHOOLS
Dr. Dennis 'Kip' Herren**

**EXECUTIVE DIRECTOR OF CAPITAL PROJECTS
Jeffrey L. Grose**

JULY 2010

**Advance Planning and Research for Architecture
620 20th Avenue East Seattle, Washington 98112**

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GENERAL CRITERIA**PURPOSE**

The purpose of the Educational Specifications is to prepare an architectural program identifying both general and individual space requirements and relationships for a renewal of the existing Auburn High School.

METHODOLOGY

The programming process involved:

1. A survey of existing spaces, furnishings and equipment, and observation of space utilization at the existing Auburn High School.
2. A survey of faculty and staff for detailed space requirements through meetings with the School District's Sub-committees. These Sub-committees identified architectural requirements, design criteria and planning concepts for each space proposed for the project.
3. Meetings with the School District's Design Review Committee to review and discuss planning concepts and achieve consensus about architectural requirements and space layouts.

This document represents an accurate estimate of space requirements based upon an analysis of projected student enrollment, classroom utilization, functional activities, furniture and equipment layouts, and school district standards. **The Net Area of each space is based upon a space layout; the layout is not meant to be the definitive plan for each space but serves as a means of quantifying the space requirements.**

PROJECT REQUIREMENTS

1. School shall serve students in Grades 9 through 12.
2. School shall be built at its existing location and utilize additional contiguous property purchased by the school district for site expansion for a total area of approximately 21 acres. The additional property consists of existing residential and commercial parcels.
3. School shall include the demolition of approximately 235,000 square feet of existing buildings; 42,380 square feet of modernizations at the existing Performing Arts Center facility and the existing Automotive Technology facility; 227,620 square feet of new facilities (not including Non-Instructional space) and 752 square feet of new Non-Instructional facilities.

4. School construction work shall be completed in phases to allow the school to continue to operate at its existing site during the construction phase of the project.
5. School shall have permanent facilities with instructional capacity for 1,800 students.
6. School site shall be designed to accommodate 10 portable classrooms that will have a total instructional capacity of 300 students.
7. School shall have selected core facilities with capacity for 2,100 students. These consist of assistant principal offices, restrooms, corridor lockers, P.E. lockers, Main Gymnasium bleachers, and parking.
8. School shall not be designed for future, permanent additions.

MAXIMUM ALLOWABLE AREA

1. The Maximum Allowable Area for the building, not including Non-Instructional space, is 270,000 square feet.
2. The Maximum Allowable Area for the building is the gross floor area and includes the existing Automotive Technology facility at 13,964 square feet and the existing Performing Arts Center facility at 28,416 square feet.
3. The Maximum Allowable Area for Non-Instructional spaces is 1,292 square feet. Non-Instructional spaces include structures that are detached from the main building and are used to support horticulture and athletic activities.

DESIGN DECISIONS

When making design decisions, the design team shall consider the following factors:

1. Does it meet all functional requirements?
2. Does it result in an attractive appearance?
3. Can it be easily operated and maintained?
4. Does the resulting cost maximize value?

These factors in addition to the requirements established in the Educational Specifications shall be complied with in the design of the project.

GENERAL CRITERIA**FUNCTIONAL ORGANIZATION**

The Educational Specifications for the Auburn High Renewal project are organized in the following functional units. While units are inter-related, each unit has its own unique set of activities and spatial characteristics.

The major functional units are classified as follows:

1. Administration: Office type spaces that are used primarily by administrative, attendance, activities / athletics, counseling, health and other support staff.
2. Classrooms: A group of general classrooms, special education classrooms, specialty classrooms, and support spaces that serves the instructional needs of students.
3. Food Service/Commons: Spaces that are used primarily for food preparation, food service, eating and assembly.
4. Technology Education: Technology focused vocational instructional spaces used for drafting, electronics, metals and woodworking activities. Some of these spaces require separation from general classrooms for environmental and acoustical purposes.
5. Library: A group of spaces used for student research, group instruction, and for storing, accessing, processing, classifying, and reading books, textbooks, reference material, and audio-visual materials.
6. Maintenance: Spaces used for custodial work and storing maintenance supplies and equipment.
7. Music, Arts & Theatre Arts: Classrooms and support spaces used for instruction and practice activities for music, arts, visual communications, theatre arts and theatre performances.
8. Physical Education: Spaces used for indoor physical education and athletic activities and athletic events.
9. Restrooms: Spaces that provide restroom facilities for students, staff and the public.
10. Mechanical / Electrical / Communications: Spaces that serve heating, ventilation, air conditioning, electrical and telecommunications equipment.
11. Circulation: Horizontal and vertical circulation spaces that include corridors, vestibules, shafts, stairs and elevators.
12. Non-Instructional Areas: Spaces that are detached from the main building and are used to support horticulture and outdoor athletic activities.
13. Portable Facilities: Modular facilities used on a temporary basis for classroom instruction.
14. Outdoor Areas: Improvements to the school site that include vehicular parking and circulation areas, play areas, athletic fields, courtyards and service areas.

GENERAL CRITERIA**PORTABLE CLASSROOMS**

1. Provide a designated space on the site to accommodate the addition of up to ten portable classrooms. Portables will not contain toilets.
 - a) Provide electrical conduit, j-boxes and vaults to accommodate future installation of electrical systems for future portable classrooms. Electrical systems serving portables should include power, intercom, telephone, data, fire alarm, intrusion alarm, emergency power and EMS.
 - b) Provide conduit and junction boxes from electrical panels and EMS connection points in the main building to a vault or vaults at location of future portable classrooms.
2. Provide adequate number of toilet fixtures within the main building to accommodate 2,100 students. This will allow portable classrooms to be added for up to 300 students without requiring an expansion of toilets.
3. Provide a paved surface and associated storm drainage system where future portable classrooms will be located.
4. Locate portable classrooms with convenient access to main building and restrooms within main building.

SPACE UTILIZATION

1. Space allocations and Net Areas are based upon desired uses, functional activities and relationships, and equipment/furniture needs.
2. Circulation space shall be efficient in size and location. Corridors should be analyzed for appropriate width depending on function, amount of traffic, and the juxtaposition of lockers.

SITE REQUIREMENTSOn-Site Roads

1. Provide entry lane plus right and left turn pockets at site exit/entry roads.
2. Provide gates at service roads to keep vehicles out of service drive area during non-school hours.
3. Provide separate access roads for busses and for automobiles.
4. Provide speed bumps and speed limit signs at on-site roads.

Parking

1. Provide overflow parking for after-school and special events; should be convenient to Commons, Gymnasiums, Performing Arts Center and Playfields.
2. Provide staff parking as close to instructional areas as possible.
3. Provide separate vehicle parking areas for students, for staff, and for visitors.
4. Avoid locating student circulation paths through Staff Parking areas.

Bus Zones

1. Separate Bus Zones from other vehicle areas and separate from pedestrian circulation.
2. Design Bus Zone area to accommodate vehicle parking for special events.
3. Locate Handicap Bus Zone so as not to interfere with the regular busses.
4. Locate an Athletic Bus Zone convenient to Gymnasium for loading and unloading athletic teams. The Main Bus Zone could be used if properly located.
5. Provide covered waiting area at Main Bus Zone for a minimum of 90 people.

Student Drop-Off/Pick-Up Zone

1. Provide a vehicle lane to drop-off/pick-up students at main building. The drop off/pick up area should accommodate a minimum of thirty vehicles and forty is desired if space permits.
2. Separate this area from the Bus Zone.

Service Vehicles Access

1. Provide service vehicle access to: Performing Arts Center, Kitchen, Main Mechanical Room, Dumpsters, Receiving, Gymnasium, Horticulture and Automotive Technology areas.
2. Provide truck-trailer access to the Performing Arts Center.
3. Provide ten parking stalls at Automotive Technology for customer parking and parts delivery.
4. Provide for U. S. mail, parcel post deliveries at Main Entry to building. Allow space for a single delivery vehicle to park and not block traffic.
5. Provide access to play field by service vehicles and ambulance.

GENERAL CRITERIA

SITE REQUIREMENTS (continued)

6. Provide loading dock for deliveries to the Kitchen.
7. Separate service vehicle areas from student circulation paths and other vehicle areas.

Exterior Courtyard

1. Locate adjacent to and visible from Commons.
2. The space should be located so that it can be secured during non-school hours and is not readily visible from adjacent streets.
3. Provide lawn, landscaping and a hard surface other than asphalt.
4. Provide outdoor seating for approximately 100 people in which 20 people are under cover.
5. Contain the space by buildings, fence/wall and gates for controlled access.
6. Provide exterior lighting.
7. Provide exterior speakers that are connected to the school's intercom/bell system.

Bicycle Racks

1. Provide one rack for 10-20 bicycles at student building entrance near Bus Zone.
2. Locate racks so that they can be visually monitored from nearby offices or classrooms.
3. Locate under building overhang or canopy.

Play Fields

1. Provide positive drainage.
2. Provide automatic irrigation system at grass turf fields.
3. Provide chain link fencing and access control around all play fields.

Exterior Lighting

1. Provide exterior lighting at the following areas:
 - a. Staff Parking
 - b. Student Parking
 - c. Bus Zones
 - d. Visitor 's Parking
 - e. Tennis Courts
 - f. Baseball and Softball Fields
 - g. Service Areas
 - h. On-site Roads
 - i. Courtyard
2. Provide vandal resistant covers at exterior electrical receptacles.

3. Provide vandal resistant lenses at exterior light fixtures.
4. Locate light parking lot lights so the illumination will not be blocked by trees after they reach full growth.

Lawn and Landscape Areas

1. Provide positive drainage at all lawn areas.
2. Provide automatic irrigation system at lawn and landscape areas.
3. Provide separate irrigation zones for lawn and landscape areas.
4. Provide trees and shrubs in a manner that does not obscure visual supervision of the site.

Exterior Signage

1. Provide electronic reader board at 4th Street and at Main Street.
2. Provide reader board control at the Activities Office.
3. Provide school name at main entrance to the campus.

Exterior Surveillance Cameras

1. Provide motion-activated surveillance cameras that monitor the entire campus including the following:
 - a. All site entry and exit driveways
 - b. All parking lots
 - c. All bus zones
 - d. Courtyard
 - e. All entrances to the building
2. Investigate options for providing motion-activated illumination at night when exterior lighting is shut off to provide illumination for surveillance cameras.

Security

1. Avoid designing areas on-site that create "blind spots" that are difficult to visually supervise.

Flag Pole and Mail Box

1. Provide flag pole at Main Building Entry.
2. Confirm that the U.S. Postal Service will deliver mail at the Main Office and will not require an exterior mail box.

GENERAL CRITERIA

SITE REQUIREMENTS (continued)

Exterior Basketball Hoops

1. Provide two basketball backboards with hoops in a normally supervised area within the confines of the campus for informal basketball play.
2. Provide a paved surface area at basketball hoops.

Walkway

1. Provide a 6-foot wide concrete walkway that circles the campus for pedestrian circulation and physical fitness.

BUILDING REQUIREMENTS

Appearance

1. Building interior and exterior shall have a timeless quality that always remains attractive.
2. Building shall have an appearance that is inviting to students, staff and public
3. Building appearance shall blend in with and compliment the site.
4. The main entry to the building shall be prominent and easy to identify.
5. Building entries to the Main Office, Main Gymnasium and Performing Arts Center shall be easy to identify.

Structures

1. The Main Building shall be under a single roof with interior corridor access to all areas.
2. Provide detached storage sheds for baseball, softball and tennis team use.
3. Provide a detached Greenhouse that has convenient access to the Horticulture Classroom.
4. Provide accommodations for ten future portable classrooms that are not visible from adjacent streets and are convenient to the Main Building and Restrooms within the Main Building.

Community Use

1. Provide community access to the following areas during non-school hours: Gymnasiums, Commons, Performing Arts Center, Library, Alumni Room and Career Center.
2. Locate community access areas in a manner that allows them to be closed off, locked and secured from other portions of the building during non-school hours.

3. Provide toilets for public use within community access areas.

Building Exterior

1. Provide durable, low-maintenance and vandal resistant exterior building materials.
2. Provide brick at the exterior walls of all buildings except Greenhouse. The use of masonry other than brick will be considered in some areas if the material compliments the brick being used, is equally durable to brick, and is consistent with the timeless appearance required for the building.
3. Provide materials at the building exterior and outdoor areas that do not require painting to maintain except for the hollow metal doors and frames, parking lot striping, and curb painting. Pre-finished, painted surfaces may be used at the building exterior if provided with a pre-finished surface with a minimum 20-year guarantee.

Roofs

1. Provide sloped roofs at all new buildings.
2. Do not place equipment on roofs.
3. Minimize roof penetrations.
4. Provide downspouts at building exterior. Do not locate downspouts within the building envelope.
5. Provide downspouts that are attached tight to exterior walls so that downspouts may not be used to climb onto roof.
6. Provide interior ladders for roof access. Provide additional ladders as needed to allow access to all roof levels.
7. Provide metal roof at Main Building.
8. Provide composition shingles at roof over dugouts and exterior storage sheds.

GENERAL CRITERIA**BUILDING REQUIREMENTS (continued)**Windows and Doors

1. Provide exterior windows at all classrooms.
2. Provide exterior windows at all offices unless not feasible. Obtain Owner's approval to provide office without an exterior window.
3. Provide operable exterior windows with internal blinds.
4. Provide interior windows or relites between offices and adjacent spaces where identified in the Educational Specifications. Where room size and space requirements will not accommodate relites, provide window in door.
5. Provide window screens at exterior windows serving the Kitchen.
6. Provide hollow metal frames for exterior doors, interior doors and interior windows
7. Provide hollow metal doors at building exterior.
8. Provide electrically controlled hold opens at doors to classrooms and custodial closets at fire-rated corridors.
9. Provide the code required fire separation at wall openings without the use of roll-down fire doors whenever possible. Where roll-down fire doors must be installed, connect doors to local heat or smoke detector so that roll-down doors will not close during fire alarms and power outages.
10. Provide key-operated, heavy-duty removable mullion at all exterior double doors.
11. Provide double doors without mullions in corridors.

Signage

1. Coordinate assignment of room numbers with Owner so that numbers shown on construction drawings are the same numbers permanently assigned to the rooms
2. Provide a room name plate all rooms. Name plate shall identify the room number, which shall coincide with the number shown on the construction drawings, room name, and comply with ADA.
3. At offices in Administration areas, provide a removable section of the room name plate to identify the name of the staff person assigned to the room.

4. Provide exterior signage showing location of entry to Gymsnasiums and Performing Arts Center.

Security

1. Provide intrusion alarm system at designated areas. See Building Technology Section.
2. Avoid designing areas within the school that are "blind spots" and are difficult to visually supervise.
3. Confirm with Owner the extent of surveillance camera systems within the building.
4. Design building exterior so that roof access is not possible without use of a ladder.

Casework

1. Provide casework in compliance with Owner Design Guidelines.
2. Provide locks on casework where identified. Key locks to District's master key system with cabinet lock matching the key used for the door to the room.
3. Provide a minimum 12-inch inside clearance at all overhead wall-mounted cabinets.
4. Mechanically anchor floor mounted cabinets with a height/depth ratio greater than 3 to resist lateral movement. This includes floor-mounted cabinets attached to walls. Confirm anchorage meets seismic requirements for lateral bracing of equipment. Require anchorage and associated supports to be included and provided as part of the casework product and installation.

Accessories

1. Provide soap dispensers at all sinks. Locate dispenser over sink or adjacent counter.
2. Provide paper towel dispensers at all sinks except student and public restrooms.
3. Provide hand dryers at student and public restrooms.
4. Toilet paper, toilet seat cover, sanitary napkin and tampon dispensers shall be furnished and installed by Owner.
5. Waste containers, recycling containers and sanitary napkin receptacles shall be furnished and installed by Owner.

GENERAL CRITERIA**BUILDING REQUIREMENTS (continued)**Vending Machines and Student Store

1. Provide alcoves where vending machines are located so vending machines do not protrude into circulation space.
2. Provide keyed switch to shut off power to vending machines. Provide a separate switch for each separate group of vending machines.
3. Provide adequate electrical power for vending machines to be provided where designated in the school.
4. To comply with federal regulations for subsidized breakfast and lunch programs, locate vending machines adjacent to but not within the Commons.
5. To comply with federal regulations for subsidized breakfast and lunch programs, locate Student Store in a manner that does not open directly into the Commons.

Acoustics

1. Acoustically isolate rooms where activities generate loud noises such as the Woodworking, Metals, Band and Choir/Orchestra Rooms. Acoustical isolation shall include eliminating noise transfer through duct work and wall openings.
2. At classrooms and offices where suspended acoustical ceilings are provided, provide full-height walls between rooms. Walls shall extend from floor to roof deck or structure above with both sides of the wall covered with gypsum wallboard and all penetrations sealed to provide acoustical separation between adjacent spaces.
3. At corridors, provide full-height walls that extend from floor to roof deck of structure above with both sides covered with gypsum wallboard and all penetrations sealed to provide acoustical separation from adjacent spaces.
4. Acoustically isolate mechanical and electrical equipment from occupied spaces.

Mechanical Systems

1. Provide mechanical ventilation as required by code and as necessary to provide comfortable spaces free of undesirable odors and heat build-up.
2. Provide mechanical cooling at all areas in Main Building except Gymnasium, Physical Education areas, Commons and Kitchen.

3. Provide energy management system for monitoring and control of all mechanical systems. Connect energy management system to District's central station at its Support Services Center.
4. Provide drinking fountains in compliance with code requirements and evenly distribute drinking fountains throughout school.
5. Locate mechanical equipment so it is accessible from floor level. Do not install equipment above ceilings.
6. Provide catwalks and attic space for the placement of mechanical equipment, piping and cabling. Provide access to catwalks and attics directly from floor level or stairways.
7. Locate compressors for walk-in cooler and freezers and mechanical cooling systems at building exterior.

Electrical Systems

1. Locate electrical equipment in catwalks and attics whenever possible. Provide access to catwalks and attics as described under Mechanical Systems.
2. Provide cable trays above suspended acoustical ceilings, in catwalks and attics for low voltage wiring. Provide 25 percent additional capacity in cable trays for future installation of electrical cabling.
3. Locate electrical transformers in catwalks or attics. Do not place transformers in occupied spaces, Storage Rooms or Custodial Rooms due to the heat generated by the transformers.
4. Do not locate electrical panels in Custodial Rooms.

GENERAL CRITERIA**EXHIBIT AND DISPLAY AREAS**

1. Provide built-in display cases with lighting and adjustable shelving in public areas adjacent to:
 - Gymnasium - 48 linear feet, 12" deep
 - Auditorium - 16 linear feet, 12" deep
 - Main Office - 16 linear feet, 12" deep
2. Provide built-in display cases for displaying student work at corridors near the following classrooms:
 - Art Area - 8 lineal feet, 12" deep
 - Woodworking - 8 lineal feet, 12" deep
 - Metals - 8 lineal feet, 12" deep
 - Band - 16 lineal feet, 12" deep
 - Choral/Orchestra - 8 lineal feet, 12" deep
 - Theatre Arts - 8 lineal feet, 12" deep
3. Provide display cases 7' high.
4. Provide 16 linear feet of display board with glass cover at main public entry.
5. Provide heavy duty locks keyed to the building master key system at all display cases.
6. Provide tackable wall at selected areas in corridors for posters and other displays.
7. Provide tackable wall above lockers.

CORRIDORS, VESTIBULES AND STAIRS

1. Provide 4' x 8' tackboards at approximately 30-feet on center in main corridor.
2. Avoid blind corners at corridors that inhibit visual supervision.
3. Locate fire annunciator panel at main entry vestibule for visual inspection by fire personnel from outside the building.
4. Provide electrical outlets at 50-feet on center in corridors.
5. Wherever feasible provide 45-degree angle corners at corridor intersections to accommodate student traffic circulation.
6. Provide durable corner guards at all non-masonry corridor corners.
7. Provide walk-off mats at all exterior doors.
8. Provide clocks in corridors with easy visibility.

9. Provide drinking fountains in corridors. Locate drinking fountains in a recessed manner so they do not protrude into circulation space.
10. Where feasible, locate corridor light switches in custodial rooms.
11. Provide lockers in corridors as follows:
 - Recess lockers flush with walls so that there are no exposed tops or sides.
 - Locate lockers in corridors adjacent to Classrooms.
 - Provide 1800 half-height lockers.
 - Provide wall space for an additional 300 lockers.
12. Establish width of corridors and stairs to adequately accommodate amount of student traffic.
13. Whenever feasible, stagger classroom doors so doors are not adjacent to and directly across from each other. This provides better acoustical separation and more evenly disperses students when exiting classrooms.
14. If corridors are fire-rated exit paths that require door closers at classrooms, provide electro-magnetic type of hold open devices at classroom and custodial closet doors.
15. Provide recessed door alcoves in corridors at Classrooms.
16. Arrange Classrooms and Corridors to evenly distribute traffic flow.
17. Provide exterior windows in corridors, vestibules and stairs whenever feasible.

COMMUNICATIONS

1. Provide exterior speakers for intercom and bell systems. Provide adequate distribution and volume to be heard at the Courtyard, Softball Field, Baseball Field and Tennis Courts. Provide protective, weather-resistant covers at exterior speakers.
2. Provide intercom speakers with volume control at offices where designated in the Educational Specifications.

GENERAL CRITERIA**LIGHTING**

1. Provide emergency and pathway lighting throughout the facility.
2. Connect emergency and pathway lighting to emergency generator.
3. At each Classroom provide capability to turn lights off separately at front and back of classroom. Front of classroom is where main whiteboard is located.
4. All fluorescent fixtures should use 4-foot long fluorescent tubes, including lights in display cases.
5. When doors are adjacent to interior windows or reights, provide adequate space between window and door frame to accommodate electrical switches.

BUILDING TECHNOLOGYStudent Computers in Classrooms:

1. Provide 6 data outlets at a common wall in classrooms for computers and printers used by students.

Teacher Computers in Classrooms:

1. Provide two data outlets each at Presentation Station, at Teacher's Desk location at front of classroom, and at Teacher's Desk location at back of room.
2. Data outlets at each station will serve one computer and one networked printer. School district equipment standards provide one computer per staff member.
3. Teachers have the option to install a computer at one of the Teacher's Desk locations or the Presentation Station.

Document Cameras in Classrooms:

1. Document cameras will be used at the Presentation Station and at the Teacher's Desk at the front of the classroom.
2. During the Design Development Phase, the School District will determine if the document camera will connect directly to the LCD projector or through the teacher's computer.

Interactive Whiteboards in Classrooms:

1. Provide a data and electrical outlet to allow for the future installation of interactive whiteboards at the front of classrooms.

2. Provide ability to control interactive white board from Presentation Station and from Teacher's Desk at front of classroom.
3. A decision regarding the installation of interactive whiteboard equipment will be made during the School District's equipment selection process.

LCD Projector in Classrooms:

1. Provide one ceiling-mounted or short-throw LCD Projector at front of classroom, controlled from the Presentation Station and Teacher's Desk.
2. During Design Development Phase, the school district will investigate the feasibility and impacts of using networked LCD projectors that could be controlled from any networked computer in the school building.

Laptop Computer Infrastructure in Building:

1. Provide wireless access nodes throughout building to allow use of wireless laptop computers at all areas of the building.
2. During equipment selection, the school district should obtain large capacity batteries or back up batteries for laptop computers; and should provide recharging stations at laptop computer carts.
3. Floor outlets in classrooms are not needed for electrical power to laptop computers

Projection Screens in Classrooms:

1. Provide a wall-mounted projection screen at front of classrooms

Response Clickers in Classrooms:

1. During the Design Development Phase, the school district will determine if response clickers will be provided for classroom

Cable Television System in Building:

1. Provide coaxial cable for cable television system in the Library and Performing Arts Center.
2. Provide capability to use streaming video in classrooms.
3. During the Design Development Phase, the school district will determine if there are other assembly areas within the building where coaxial cable is needed for cable television access.

Multi-Touch Surface Computers in Classrooms:

1. It is not anticipated that multi-touch surface computers will be used in classrooms when the school is opened. The use for this equipment will be re-evaluated by the school district during the Design Development Phase.

GENERAL CRITERIA**BUILDING TECHNOLOGY (Continued)**Sound and Voice Amplification System in Classrooms:

1. The school district will provide subwoofers and speakers as part of the teacher's computer equipment used in classrooms for sound amplification.
2. Built-in speaker system is not needed in classrooms.
3. The School District will use portable systems on a case-by-case basis as needed by an instructor for voice amplification.

Security Surveillance Systems

1. Provide a surveillance camera system for all outdoor areas on campus that is monitored from the school administrator's work stations.
2. Provide a closed-circuit surveillance camera system in selected classroom areas for theft control. The closed circuit system shall be controlled by the classroom instructor.
3. The School District will investigate the use of a surveillance camera system in corridors and the Commons.
4. The School District will investigate the use of RFID (Radio Frequency Identification) tags for theft control.

Security Intrusion System:

1. Provide an intrusion alarm system at selected areas that have valuable equipment and are attractive to theft. This shall include the Library, Main Office, Food Service area, CTE Classrooms, and Business Education classrooms.
2. Intrusion alarm system shall not be provided in Corridors and Gymnasiums because of likelihood of a high occurrence of false alarms.
3. Provide an intrusion alarm system that is simple, convenient and intuitive to use. The system shall have a single point of access for check in and check-out using a keypad or card swipe. The system shall be programmable for different zones and have an audible alarm within the building. The audible alarm shall not be loud enough to be heard by neighbors.

INTERIOR MATERIALS AND FINISHES

The general requirements for interior materials are as follows:

Flooring:

1. Carpet at :
 - Administration areas.
 - Offices except those identified to receive VCT or sealed concrete.
 - Classrooms except those identified to receive VCT or sealed concrete.
 - Library except Media Storage.
2. Vinyl composition tile at the following Classrooms:
 - Technology
 - Art
 - Visual Communications
 - Drafting
 - Food Lab
 - FCS Classroom
 - Science
 - Horticulture
 - Marketing
 - Sports Medicine
 - Theatre Arts
3. Vinyl composition tile at all corridors. Use an attractive pattern.
4. Vinyl composition tile at:
 - Activities Storage
 - Commons
 - Health Room
 - Student Store
 - Dry Storage
 - Media Storage
 - Maintenance Office
 - Band and Music System Storage
 - Supply Storage
 - Concession
 - Telecommunications Equipment
 - Laundry
 - Kiln
 - Art Storage
5. Sealed concrete at
 - Receiving Room
 - Woodworking
 - Metals
 - Sawdust Collector
 - Custodial Closets
 - P.E. Storage
 - Electrical
 - Mechanical
6. At public and student entry areas, provide walk-off mats; mats should be approximately 8 to 10 feet deep in the direction of travel.

GENERAL CRITERIA

INTERIOR MATERIALS AND FINISHES (Continued)

7. Ceramic tile at Restroom, except in Locker Rooms.
8. Quarry tile with abrasive surface and coved base at Kitchen and Serving Areas.
9. Hardwood at Main and Auxiliary Gymnasiums.
10. Resilient rubber-type floor in Small Gymnasium.
11. Removable rubber-type flooring at Strength/Fitness Room.
12. Epoxy resin floor with non-slip texture at Locker Rooms.

Ceiling:











1. Acoustic lay-in tile (2' x 4') at Classrooms.
2. Acoustic lay-in tile (2' x 2') at offices and corridors.
3. Washable acoustic tile (2' x 4') at Kitchen areas.
4. Gypsum board at Restrooms, Safety, Sensory and Custodial rooms.

Walls:

1. Gypsum board or masonry at classroom and office walls.
2. Full height ceramic tile walls at Restrooms
3. Seven-foot high wainscot or hard surface at all interior corridor walls, vestibules and stairs.
4. Wainscot in classrooms at 42 inches high.
5. Fiberglas reinforced panels at all walls in Kitchen areas.
6. Masonry walls at Woodworking, Metals, Gymnasiums and Locker Rooms.

SYMBOLS LIST

The following symbols are used in the space layouts:

	Floor Outlet Box (Data and Power)
	Electrical Outlet, Vertical Surface
	Electrical Outlet, Horizontal Surface
	Data Outlet
	Compressed Air
	Telephone Outlet
	Video Outlet
	Microphone Jack
	Duplex Floor Outlet
	Clock Speaker

FUNCTIONAL ORGANIZATION

GENERAL

The diagrams on the following pages illustrate the functional organization and relationships that are envisioned for the Auburn High School Renewal.

These diagrams are in the following order:

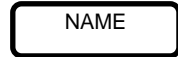
- Overall Organizational Concept
 - Ground Floor
 - Upper Floor
- Administration
 - Main Office
 - Attendance
 - Activities
 - Counseling and Health
 - Career
- Classrooms
- Business Education and Marketing
- Special Education
- Family and Consumer Science
- Science
- Horticulture
- Food Service & Commons
 - Food Service
 - Commons & Gymnasium Lobby
- Technology Education
- Library
- Maintenance
- Music
- Art
- Visual Communications
- Theatre Arts & Performing Arts Center
- Physical Education

FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	OVERALL ORGANIZATIONAL CONCEPT

LEGEND

SPACE OR ACTIVITY



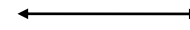
GROUPING OF SPACES OR ACTIVITIES



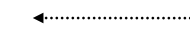
DIRECT CONNECTION



INDIRECT CONNECTION

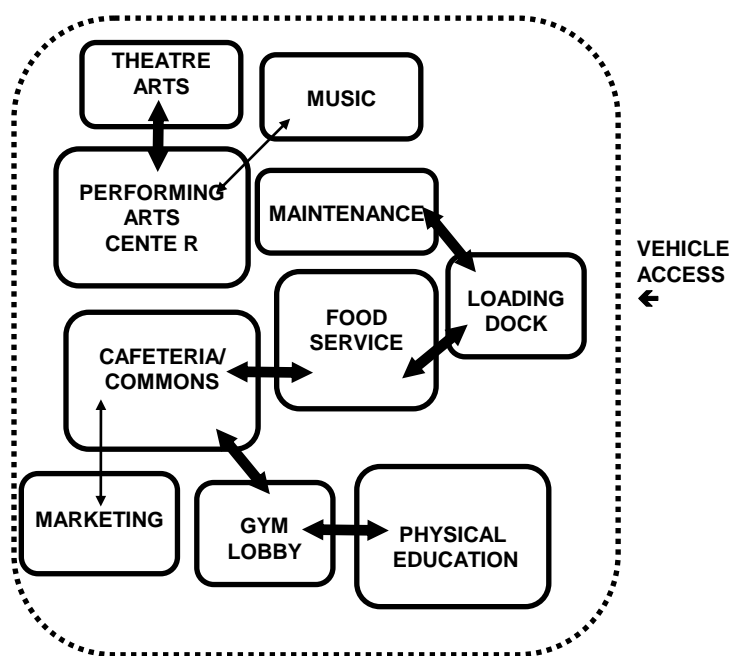
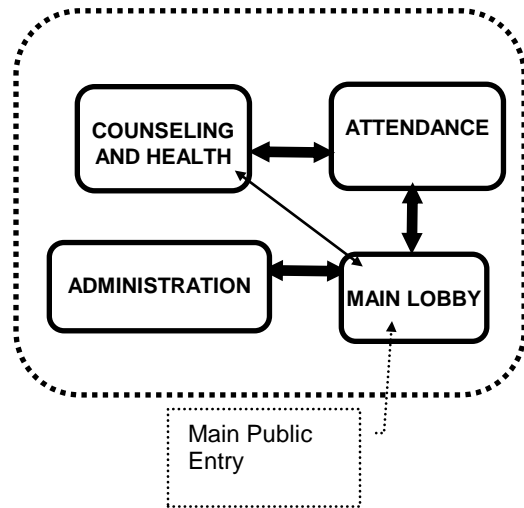
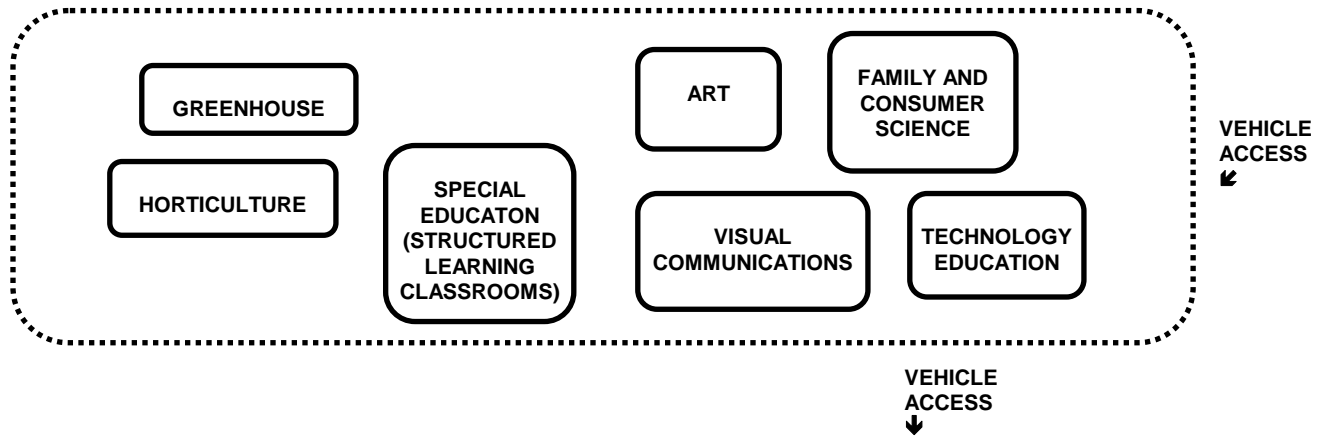


VISUAL LINK



GROUND FLOOR

These spaces need to be located on the ground floor.

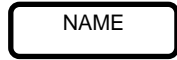


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	OVERALL ORGANIZATIONAL CONCEPT

LEGEND

SPACE OR ACTIVITY



DIRECT CONNECTION



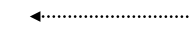
GROUPING OF SPACES OR ACTIVITIES



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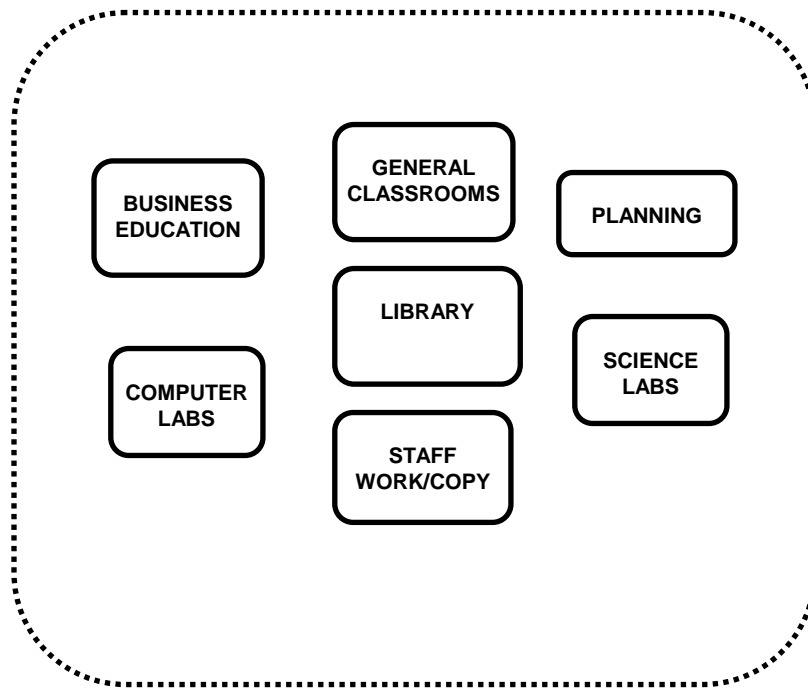


VISUAL LINK



UPPER FLOOR

The following spaces could be located on an upper floor if a multi-story building is needed to fit on the site.



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	ADMINISTRATION	
SPACE CODE	100-A	MAIN OFFICE

LEGEND

SPACE OR ACTIVITY



NAME

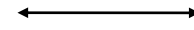
GROUPING OF SPACES OR ACTIVITIES



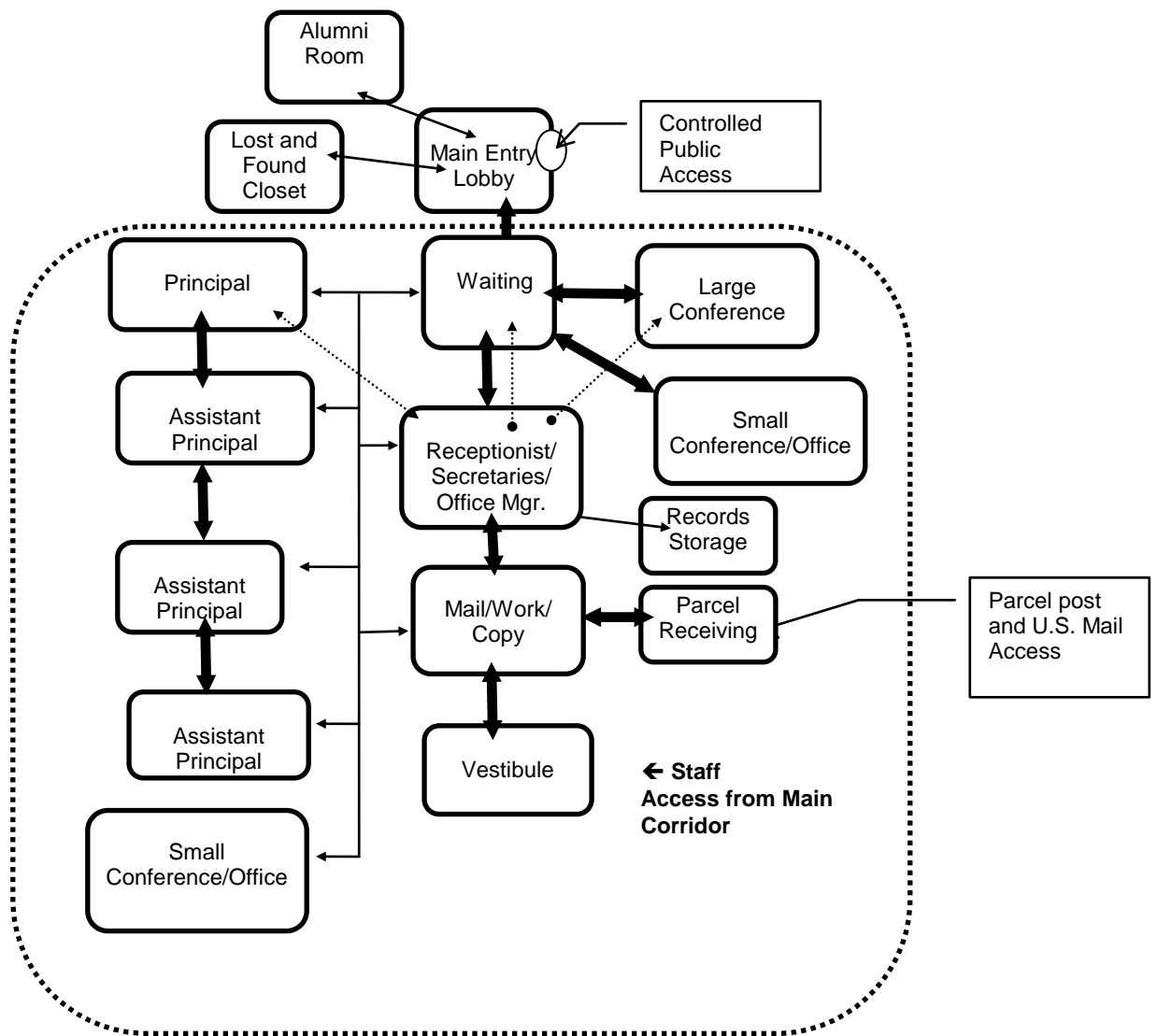
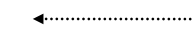
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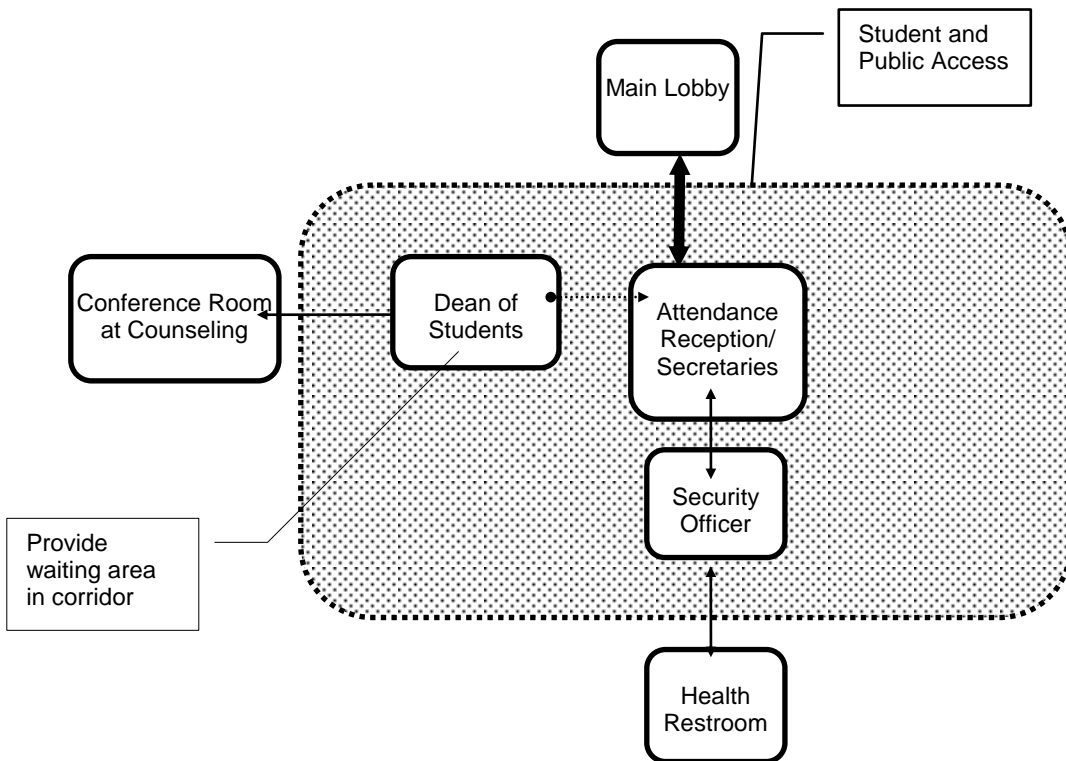
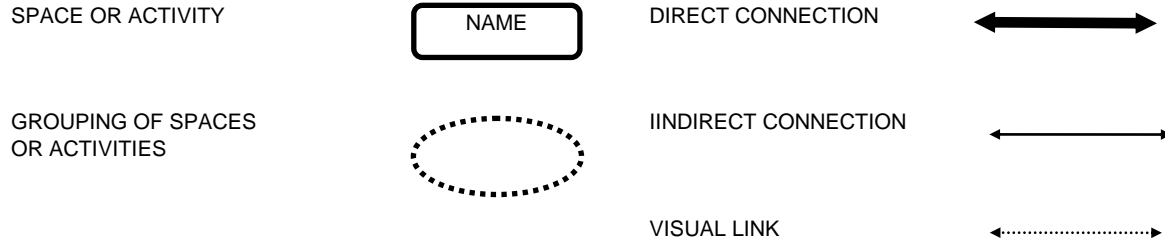
VISUAL LINK



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	ADMINISTRATION	
SPACE CODE	100-B	ATTENDANCE

LEGEND

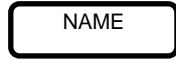


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	ADMINISTRATION	
SPACE CODE	100-C	ACTIVITIES

LEGEND

SPACE OR ACTIVITY



NAME

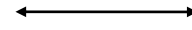
GROUPING OF SPACES OR ACTIVITIES



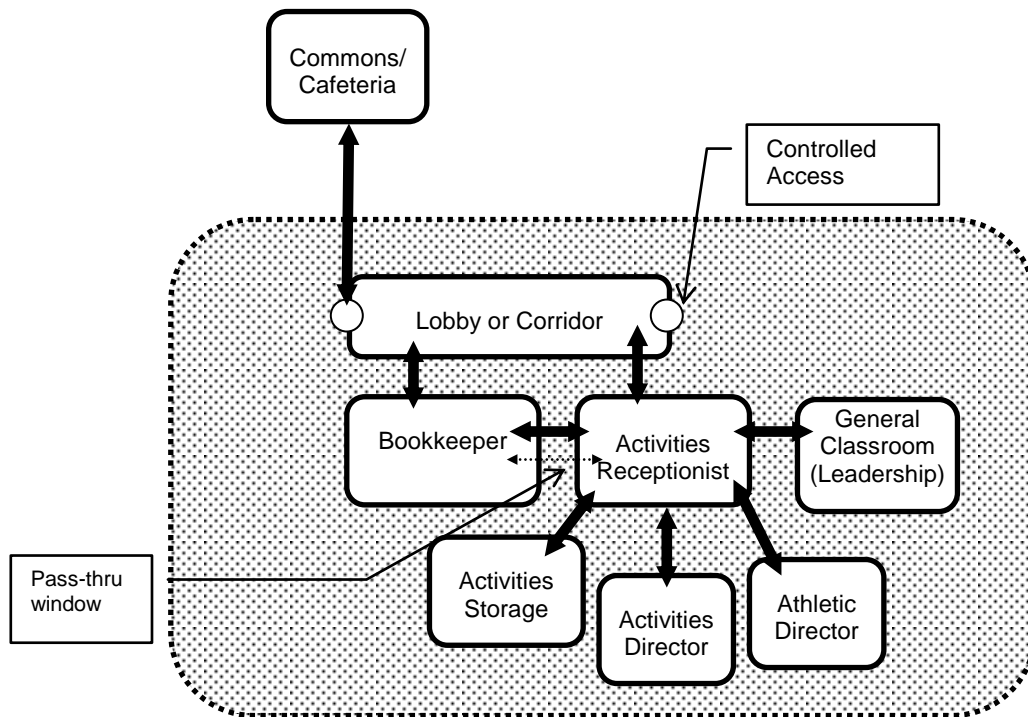
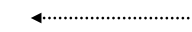
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VISUAL LINK

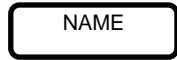


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	ADMINISTRATION	
SPACE CODE	100-D	COUNSELING AND HEALTH

LEGEND

SPACE OR ACTIVITY



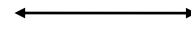
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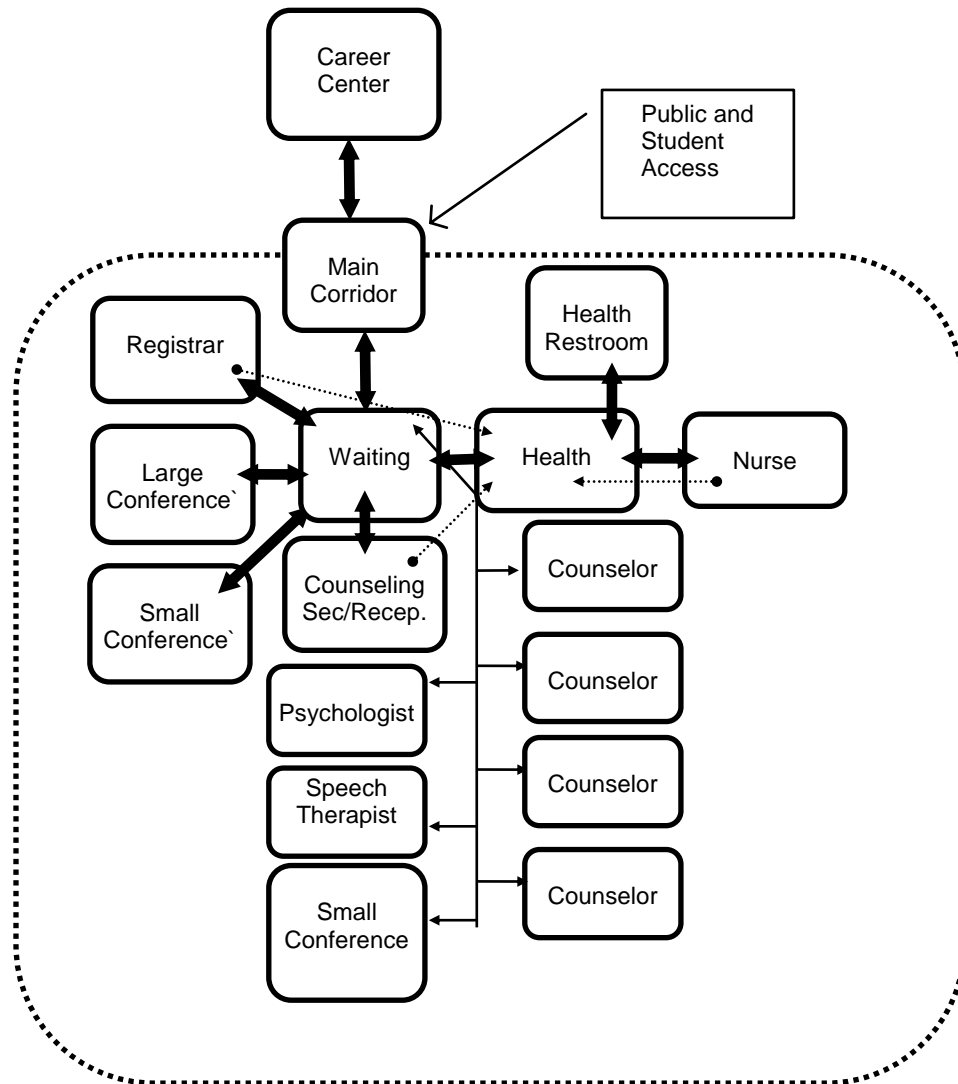
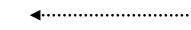
GROUPING OF SPACES OR ACTIVITIES



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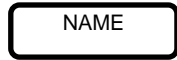


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	ADMINISTRATION	
SPACE CODE	100-E	CAREER

LEGEND

SPACE OR ACTIVITY



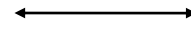
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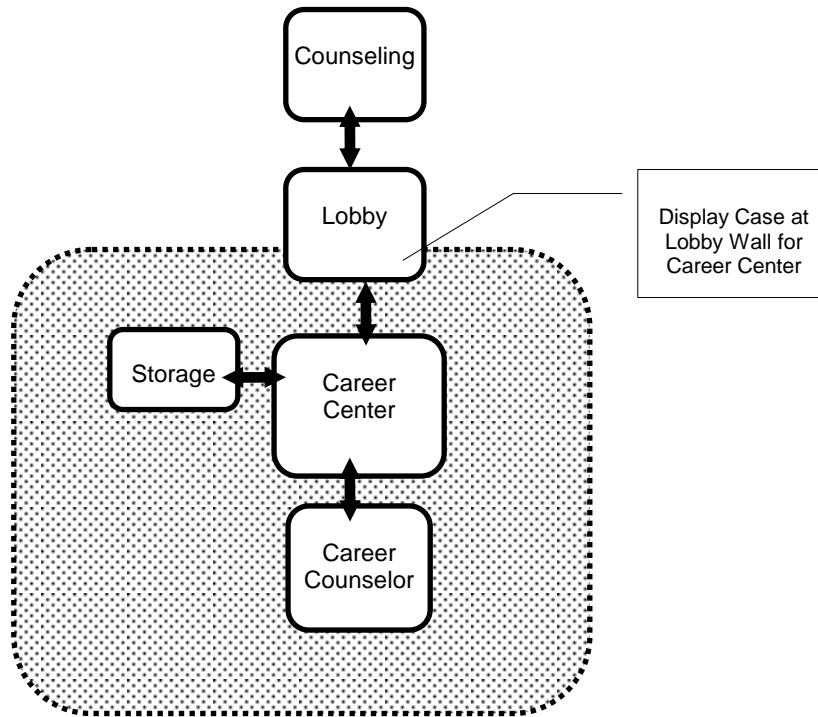
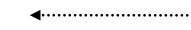
GROUPING OF SPACES OR ACTIVITIES



INDIRECT CONNECTION



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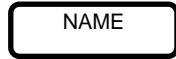


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	CLASSROOMS	
SPACE CODE	200	

LEGEND

SPACE OR ACTIVITY



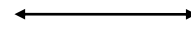
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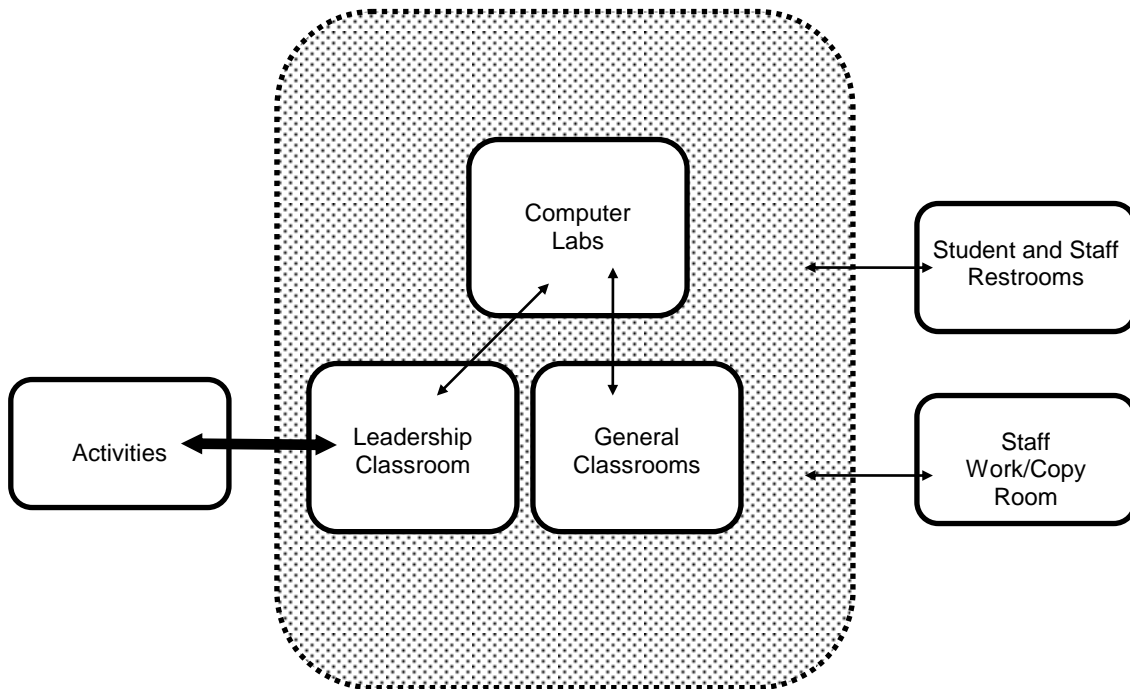
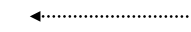
GROUPING OF SPACES OR ACTIVITIES



INDIRECT CONNECTION



VISUAL LINK



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	BUSINESS EDUCATION & MARKETING	
SPACE CODE	220	

LEGEND

SPACE OR ACTIVITY



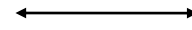
GROUPING OF SPACES OR ACTIVITIES



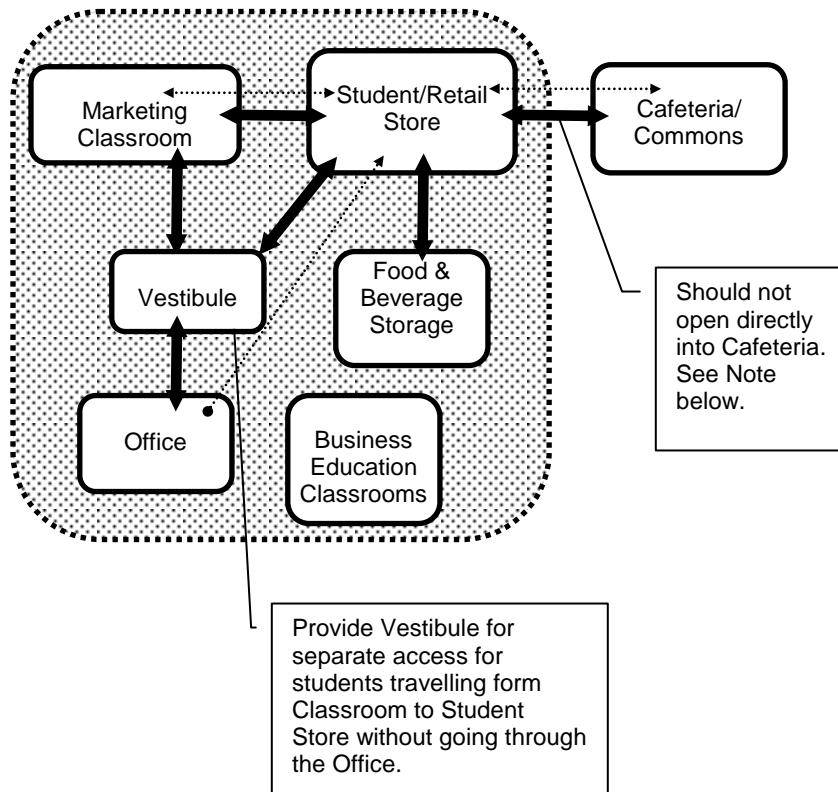
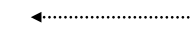
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



Notes:

1. Retail Store should be outside the Cafeteria to comply with the School Food Authority requirements, since it will sell non-nutritional food. However, the Retail Store should be visible from the Cafeteria/Commons.

FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	SPECIAL EDUCATION	
SPACE CODE	230	

LEGEND

SPACE OR ACTIVITY



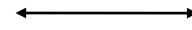
GROUPING OF SPACES OR ACTIVITIES



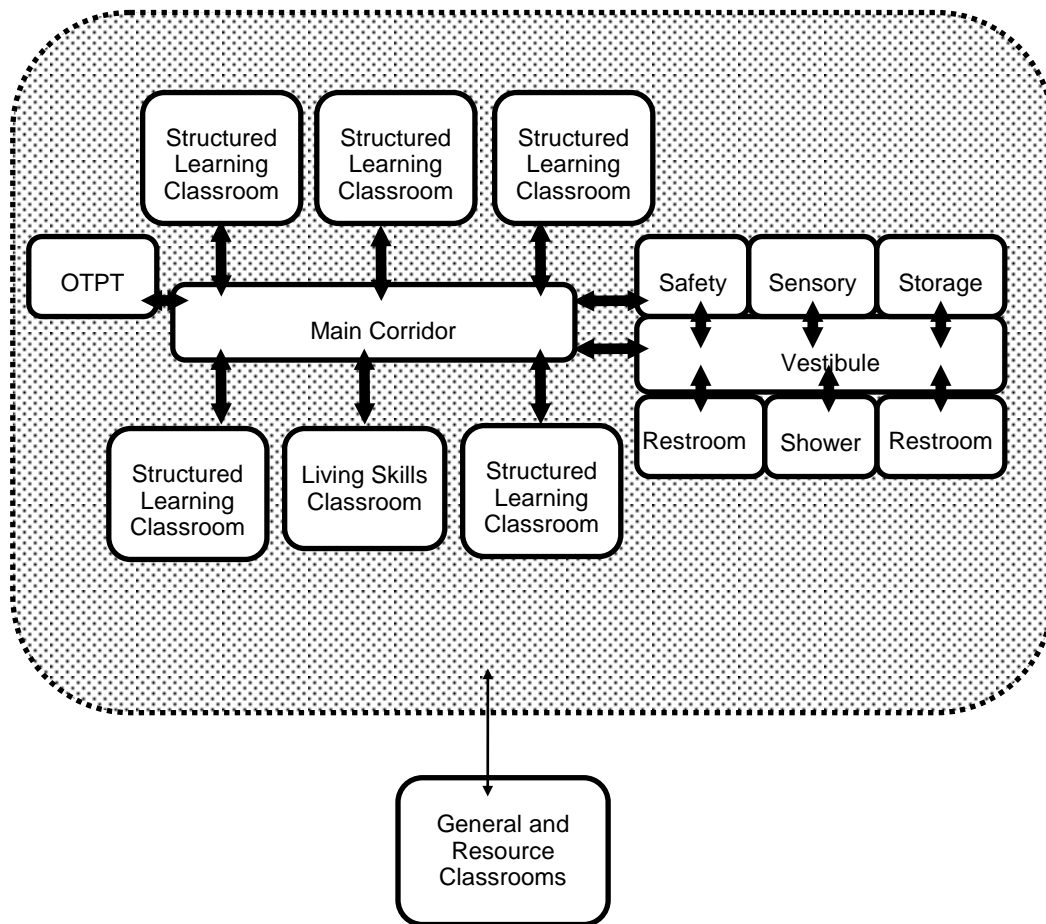
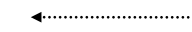
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



Note:

1. The Resource Classrooms are distributed along a main corridor among the General Classrooms.
2. The Learning Skills Classrooms are grouped along a main corridor among the General Classrooms.

FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	FAMILY & CONSUMER SCIENCE	
SPACE CODE	240	

LEGEND

SPACE OR ACTIVITY



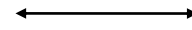
GROUPING OF SPACES OR ACTIVITIES



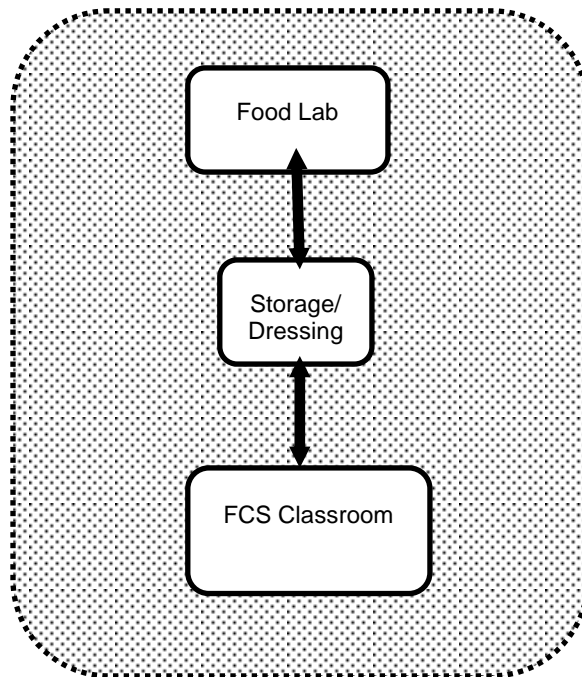
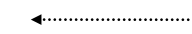
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	SCIENCE	
SPACE CODE	250	

LEGEND

SPACE OR ACTIVITY



NAME

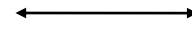
GROUPING OF SPACES OR ACTIVITIES



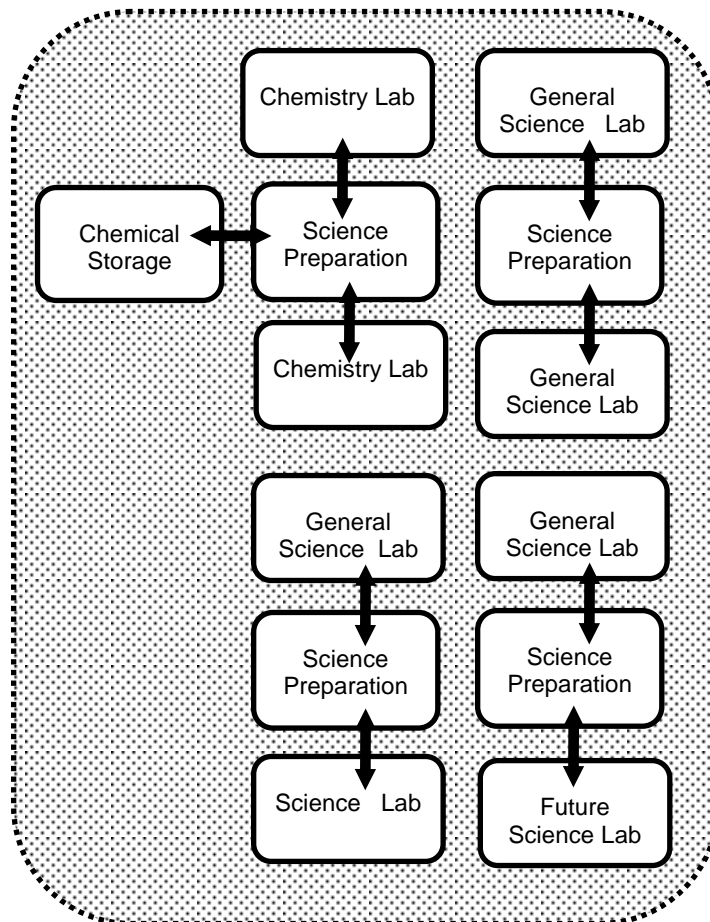
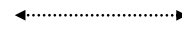
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	HORTICULTURE	
SPACE CODE	260	

LEGEND

SPACE OR ACTIVITY



NAME

GROUPING OF SPACES OR ACTIVITIES



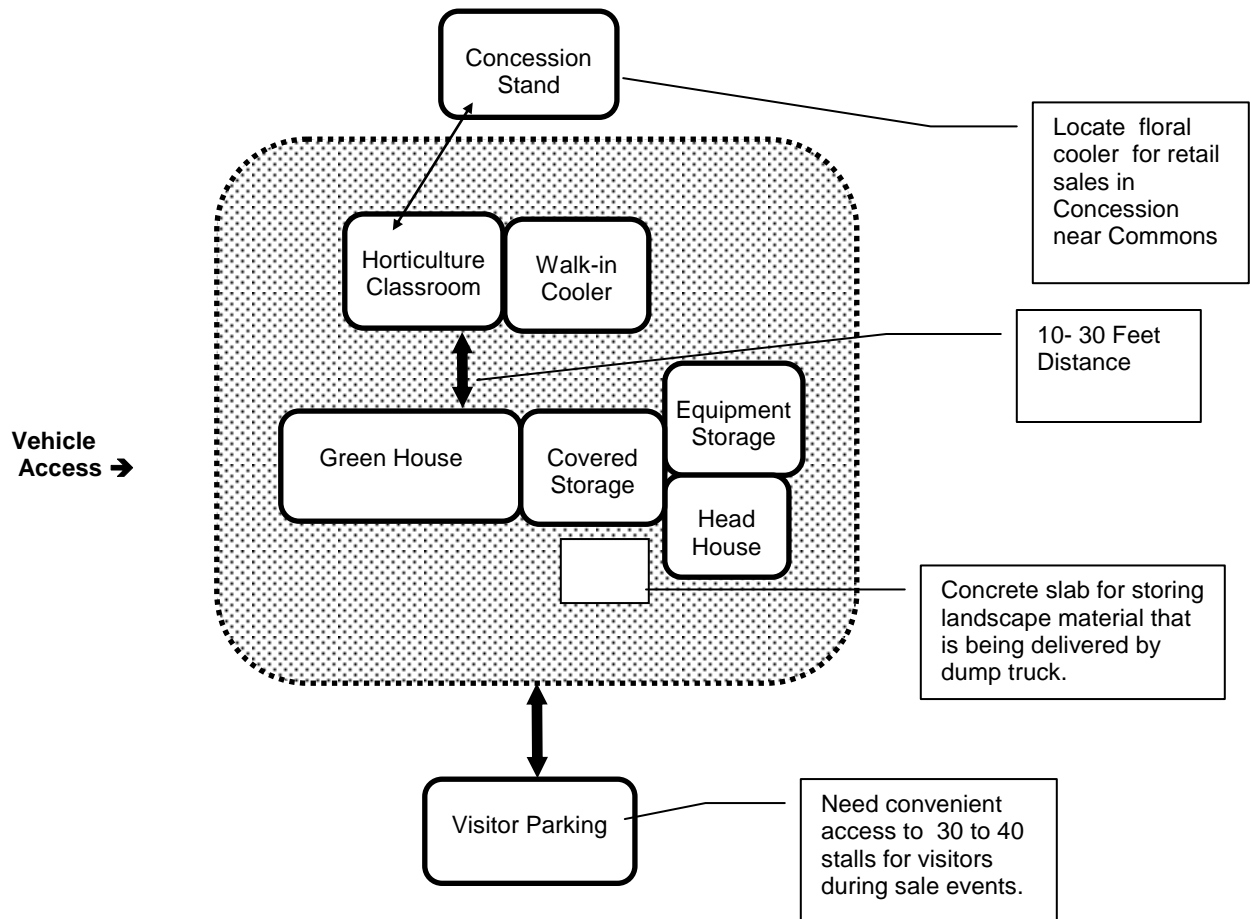
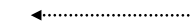
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	FOOD SERVICE & COMMONS	
SPACE CODE	300	FOOD SERVICE

LEGEND

SPACE OR ACTIVITY



NAME

DIRECT CONNECTION



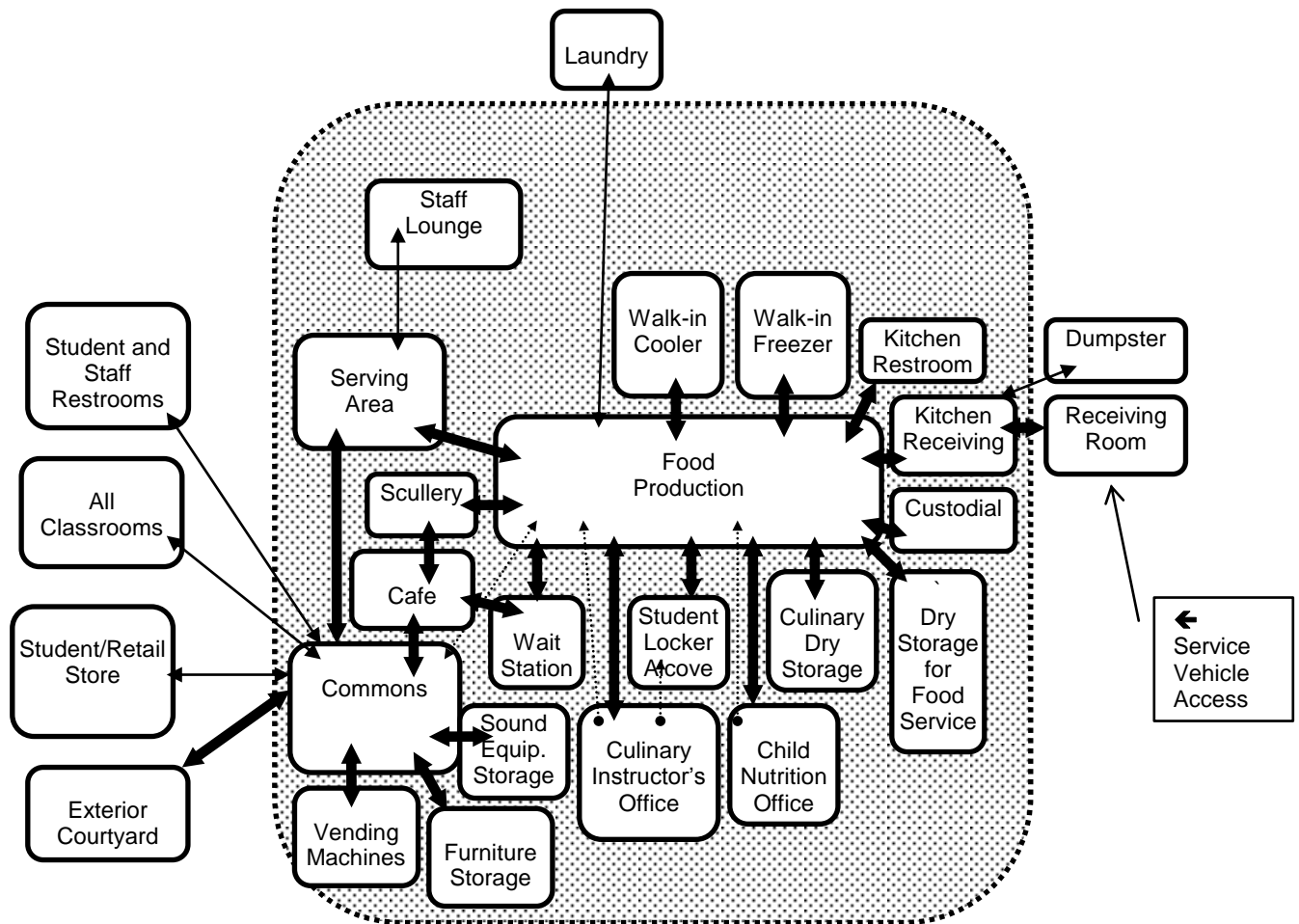
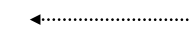
GROUPING OF SPACES OR ACTIVITIES



INDIRECT CONNECTION



VISUAL LINK



Notes:

- 1. Provide direct access from Café to Dish Return Window at Scullery.
- 2. Provide convenient access to Laundry at Physical Education.

FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	FOOD SERVICE & COMMONS	
SPACE CODE	300	COMMONS & GYMNASIUM LOBBY

LEGEND

SPACE OR ACTIVITY



NAME

DIRECT CONNECTION



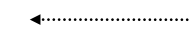
GROUPING OF SPACES OR ACTIVITIES



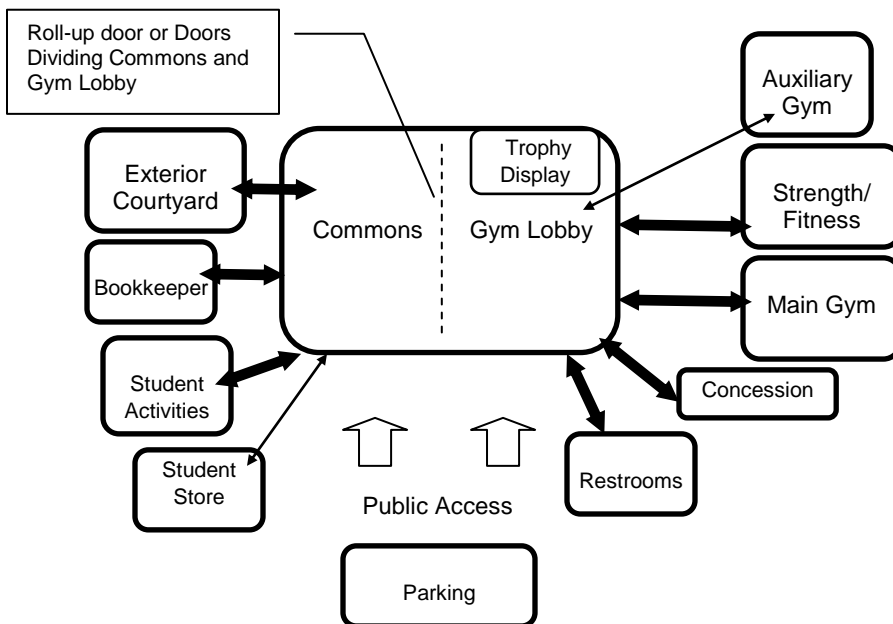
INDIRECT CONNECTION



VISUAL LINK



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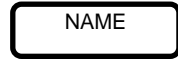


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	TECHNOLOGY EDUCATION	
SPACE CODE	400	

LEGEND

SPACE OR ACTIVITY



NAME

GROUPING OF SPACES OR ACTIVITIES



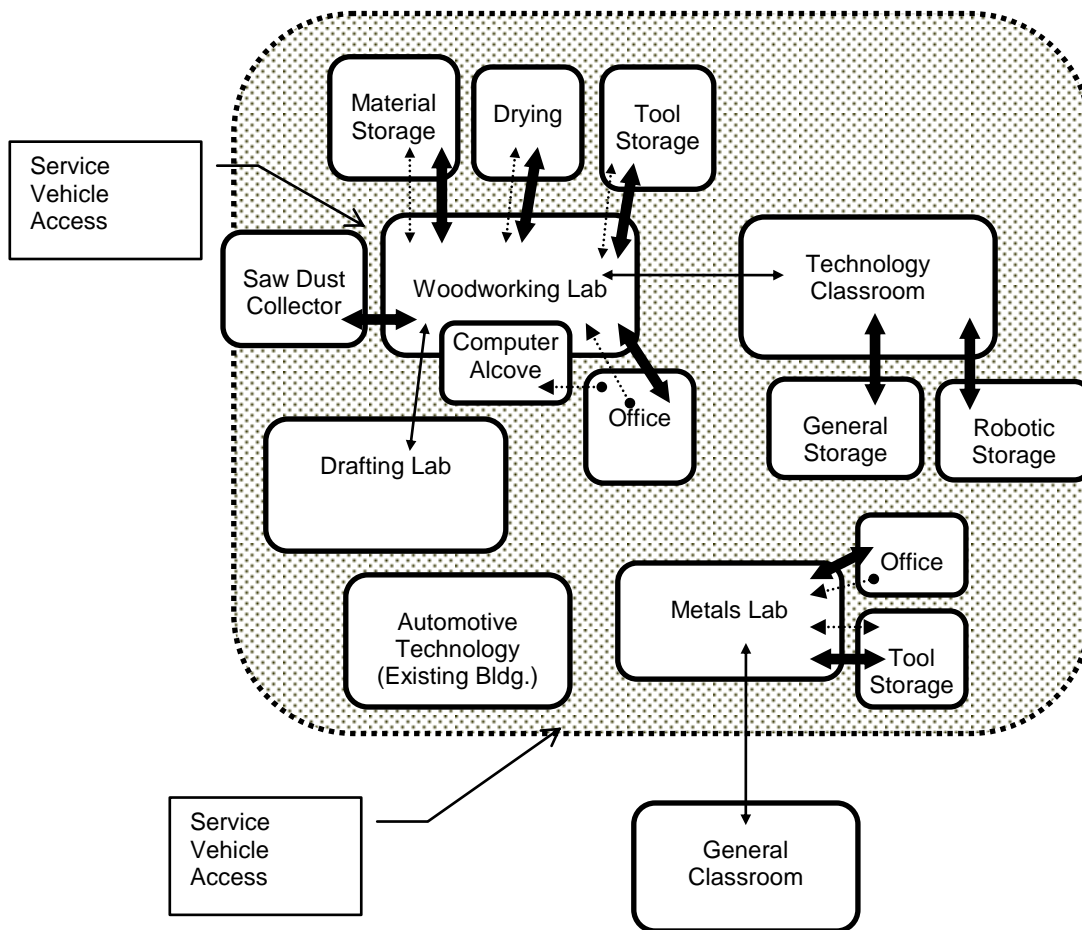
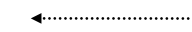
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



Notes:

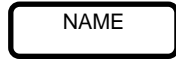
1. Metal Shop needs occasional access to a General Classroom or to Drafting Lab.
2. Technology needs occasional access to Woodworking.
3. Provide vehicle access to Woodworking, Automotive Technology and Metal Shop for delivery of and/or pick-up of materials.

FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	LIBRARY	
SPACE CODE	500	

LEGEND

SPACE OR ACTIVITY



NAME

GROUPING OF SPACES OR ACTIVITIES



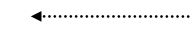
DIRECT CONNECTION



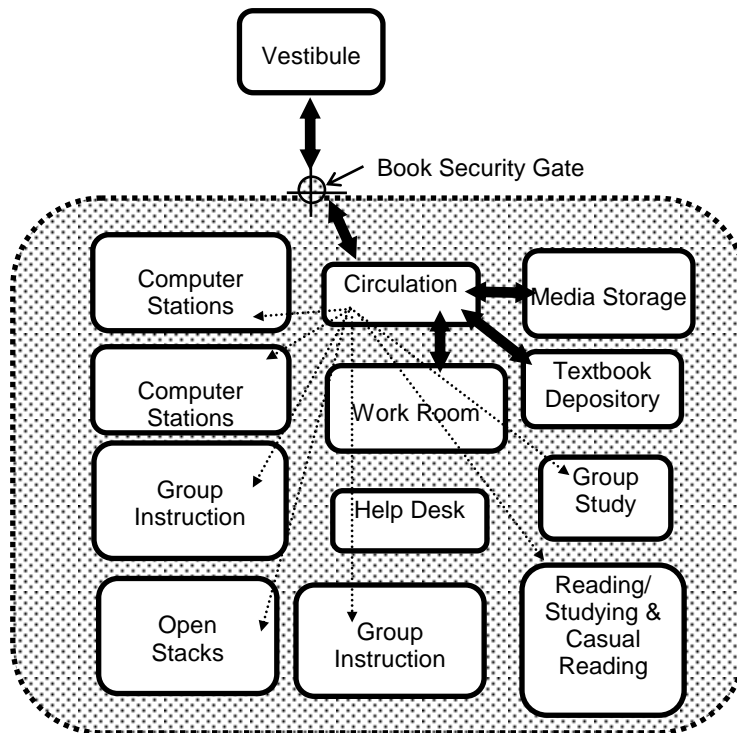
INDIRECT CONNECTION



VISUAL LINK

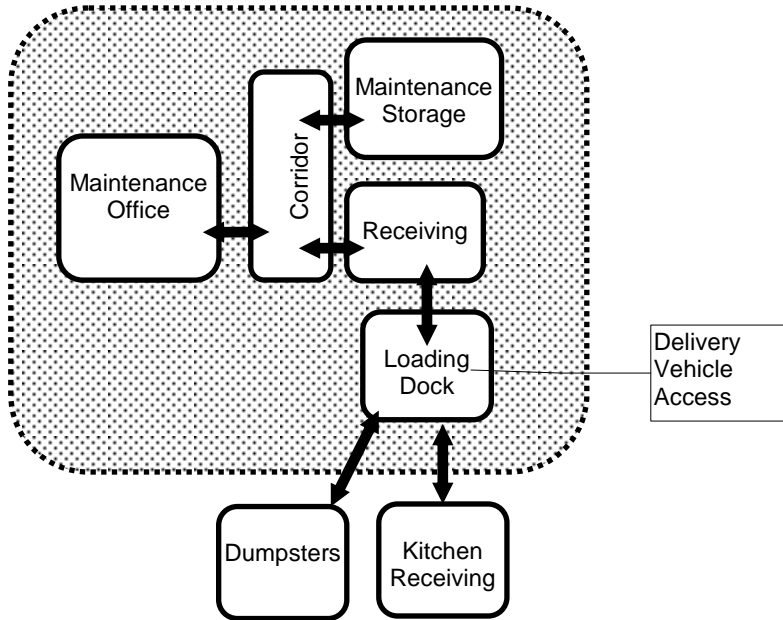


Public/Student Access



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	MAINTENANCE	
SPACE CODE	600	



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	MUSIC
SPACE CODE	700

LEGEND

SPACE OR ACTIVITY



NAME

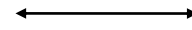
GROUPING OF SPACES OR ACTIVITIES



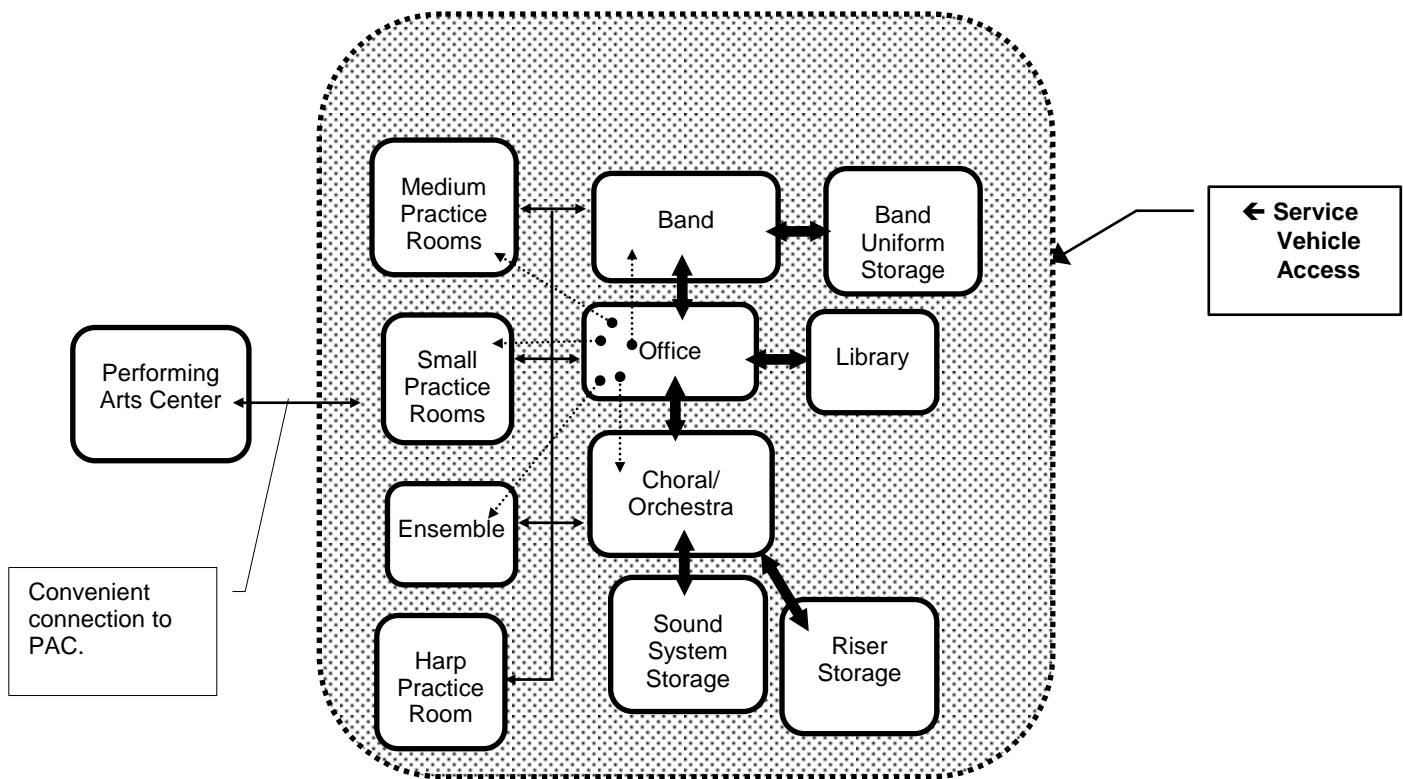
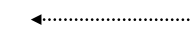
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



Notes:

1. Provide corridor connecting Band and Orchestra to PAC; need to move instruments without going outside.

FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	ART	
SPACE CODE	720	

LEGEND

SPACE OR ACTIVITY



NAME

GROUPING OF SPACES OR ACTIVITIES



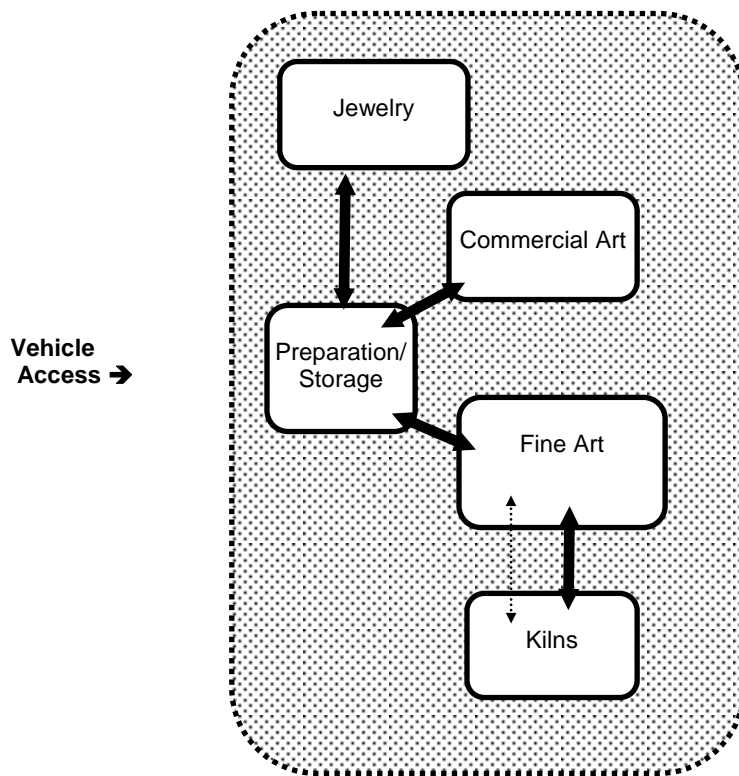
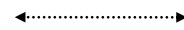
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	VISUAL COMMUNICATIONS	
SPACE CODE	730	

LEGEND

SPACE OR ACTIVITY



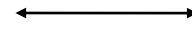
GROUPING OF SPACES OR ACTIVITIES



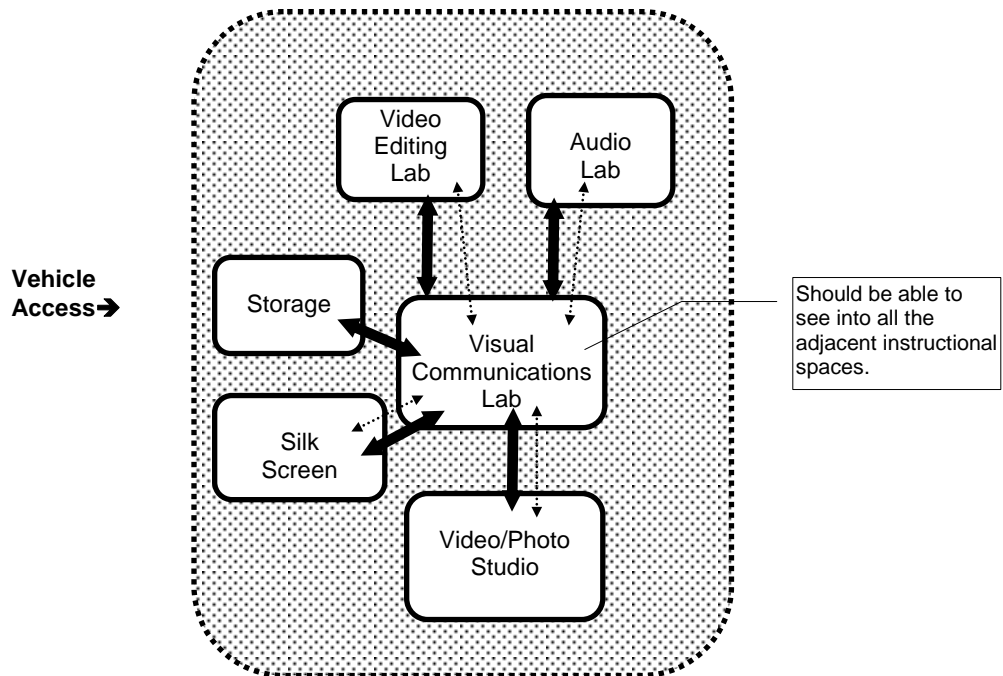
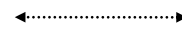
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK

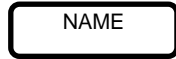


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	THEATRE ARTS & PERFORMING ARTS CENTER	
SPACE CODE	740	

LEGEND

SPACE OR ACTIVITY



GROUPING OF SPACES OR ACTIVITIES



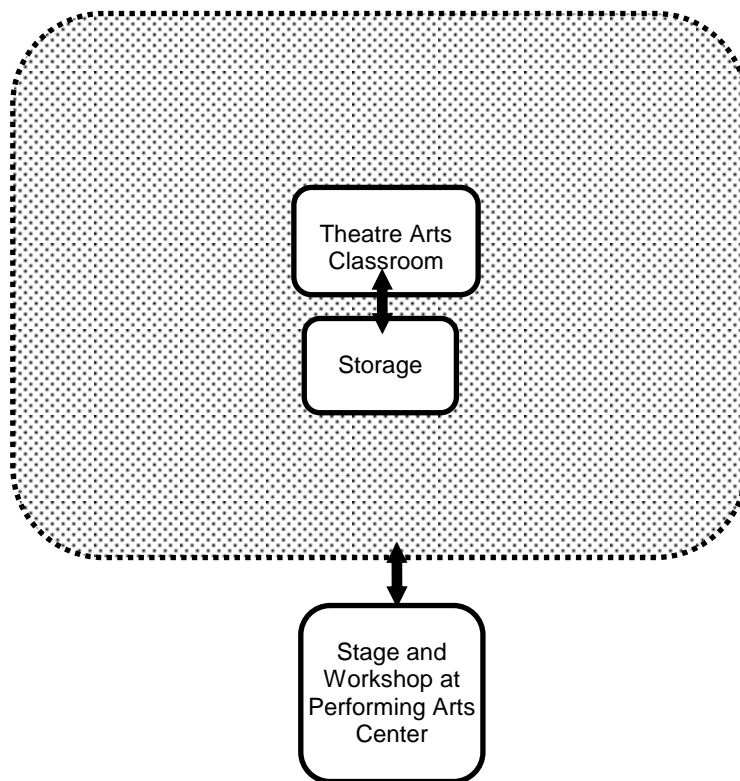
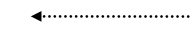
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK

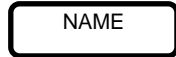


FUNCTIONAL ORGANIZATION

FUNCTIONAL UNIT	PHYSICAL EDUCATION	
SPACE CODE	800	

LEGEND

SPACE OR ACTIVITY



NAME

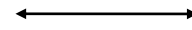
GROUPING OF SPACES OR ACTIVITIES



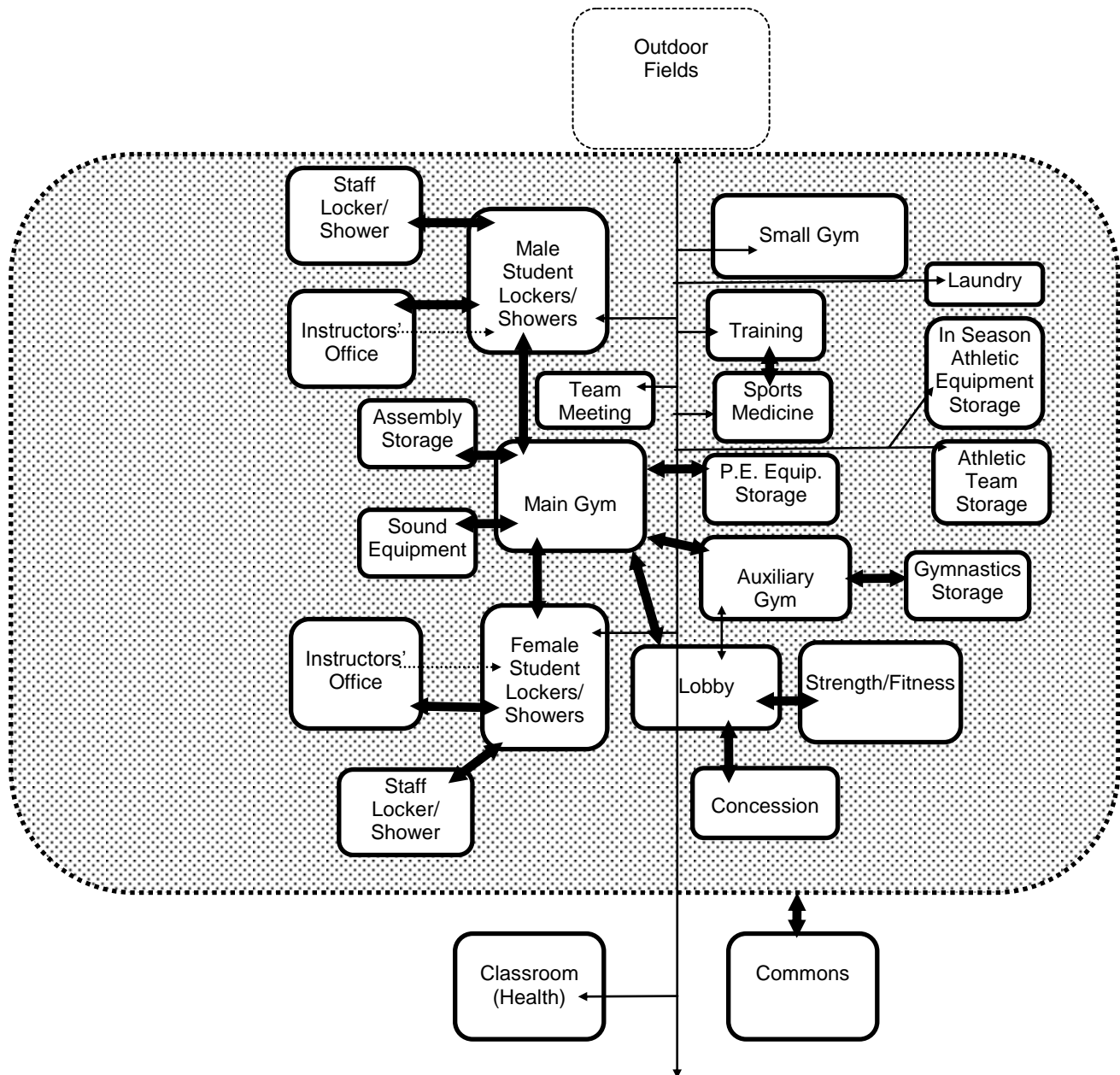
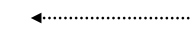
DIRECT CONNECTION



INDIRECT CONNECTION



VISUAL LINK



AREA ALLOCATION – REVISED 1-14-11

GENERAL NOTES

1. The maximum allowable area for the school is 275,323 gross square feet including the existing Performing Arts Center and the Auto Shop and excluding the Non-instructional Areas and Portable Facilities.
2. Non-instructional facilities consist of the following:
 - Public restrooms for the athletic fields and tennis courts.
 - Concession stand.
 - Equipment storage for baseball, softball and tennis.
3. Portable facilities are:
Ten factory-built portable classrooms, each at 896 square feet for a total of 8,960 gross square feet. These are placed upon temporary foundations.
4. **Note About The Calculation Of Net Area For Individual Spaces**

The dimensions of each Space Layout illustrated in the Educational Specification are measured from the inside face of walls. The Area Summary is based on the sum total of the Net Area of each space. Typically, APRA allocates a Net Area amount for interior and exterior walls and includes this in the Area Summary. In this case it has been omitted to comply with Auburn School District's space standards data base. For this project, space dimensions should be measured from the center of interior walls and from the outside face of exterior walls. To accomplish this, the Architect should modify the dimensions of the Space Layouts as follows:

The space or room dimensions should be measured from the center line of interior walls and to the outer face of exterior walls, while maintaining the Net Area amounts shown in the Educational Specifications. This will reduce the amount of interior space for each room and in some situations will require adjusting the interior circulation space and the size or location of furniture and casework.

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY FUNCTIONAL UNITS

SPACE ID	FUNCTIONAL UNIT	TOTAL NET AREA (S.F.)	S.F. PER STUDENT	% OF TOTAL GROSS AREA
100	ADMINISTRATION	8,927	4.96	3.24%
200	CLASSROOMS	76,082	42.27	27.63%
300	FOOD SERVICE / COMMONS	17,607	9.78	6.40%
400	TECHNOLOGY EDUCATION	25,396	14.11	9.22%
500	LIBRARY	7,369	4.09	2.68%
600	MAINTENANCE	1,406	0.78	0.51%
700	MUSIC / ARTS / THEATRE ARTS	42,454	23.59	15.42%
800	PHYSICAL ED / ATHLETICS	43,671	24.26	15.86%
900	RESTROOMS	6,713	3.73	2.44%
1000	MECHANICAL / ELECTRICAL / COMMUNICATIONS	2,717	1.51	0.99%
1100	CIRCULATION (NEW CONSTRUCTION)	42,983	23.88	15.61%
1200	WALLS (NEW CONSTRUCTION)	0	0.0	0%
	TOTAL BUILDING AREA:	275,323	152.96	100.00%
1300	NON-INSTRUCTIONAL AREAS	1,292		
1400	PORTABLE FACILITIES	8,960		
1500	OUTDOOR AREAS	519,720		

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
100	ADMINISTRATION			
100-A	MAIN OFFICE			
101	PRINCIPAL	1	231	231
102	ASSISTANT PRINCIPAL	3	156	468
103	SECRETARIES/RECEPTIONIST	1	1,013	1,013
104	WORK/MAIL ROOM	1	420	420
105	LARGE CONFERENCE	1	312	312
106	SMALL CONFERENCE	1	156	156
107	RECORD STORAGE	1	105	105
108	LOST AND FOUND CLOSET	1	33	33
109	SMALL RECEIVING ALCOVE	1	28	28
110	ALUMNI ROOM	1	240	240
	SUBTOTAL			3,006
100-B	ATTENDANCE/ACTIVITIES/BOOKKEEPER			
111	DEAN OF STUDENTS	1	182	182
112	ATTENDANCE SECRETARIES/RECEPTION	1	776	776
113	SECURITY	1	122	122
114	ACTIVITIES DIRECTOR	1	182	182
115	ATHLETIC DIRECTOR	1	143	143
116	ACTIVITIES SECRETARY/RECEPTION	1	263	263
117	BOOKKEEPER	1	162	162
118	ACTIVITIES STORAGE	1	63	63
	SUBTOTAL			1,893
100-C	COUNSELING/HEALTH/CAREER			
121	COUNSELING SECRETARY	1	323	323
122	COUNSELOR RECEPTION	1	225	225
123	COUNSELOR	4	120	480
124	PSYCHOLOGIST	1	156	156
125	SPEECH LANGUAGE PATHOLOGIST	1	188	188
126	REGISTRAR	1	234	234
127	HEALTH	1	224	224
128	NURSE	1	162	162
129	LARGE CONFERENCE	1	312	312
130	SMALL CONFERENCE	2	156	312
131	CAREER CENTER	1	1,278	1,278
132	CAREER COUNSELOR	1	110	110
133	STORAGE	1	25	25
	SUBTOTAL			4,029

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
200	CLASSROOMS			
201	GENERAL CLASSROOM	34	896	30,464
202	LEADERSHIP CLASSROOM	1	896	896
202	COMPUTER LAB	2	1,280	2,560
	SUBTOTAL			33,920
210	BUSINESS EDUCATION & MARKETING			
211	BUSINESS EDUCATION	4	1,250	5,000
212	MARKETING CLASSROOM	1	990	990
213	STUDENT STORE AND PREP AREA	1	466	466
214	RETAIL AREA	1	213	213
215	STUDENT STORE STORAGE	1	176	176
216	MARKETING OFFICE	1	144	144
	SUBTOTAL			6,989
230	SPECIAL EDUCATION			
231	RESOURCE CLASSROOM	5	896	4,480
232	STRUCTURED LEARNING CLASSROOM	5	896	4,480
233	LIVING SKILLS	1	748	748
234	RESTROOM	2	162	324
235	SHOWER	1	53	53
236	SENSORY	1	144	144
237	SAFETY	1	82	82
238	STORAGE	1	96	96
239	OCCUPATIONAL/PHYSICAL THERAPIST	1	273	273
	SUBTOTAL			10,680
240	FAMILY & CONSUMER SCIENCE			
241	FOOD LAB	1	1,440	1,440
242	FCS CLASSROOM	1	1,189	1,189
243	STORAGE/DRESSING	1	128	128
	SUBTOTAL			2,757
250	SCIENCE			
251	GENERAL SCIENCE LAB	6	1,551	9,306
252	CHEMISTRY SCIENCE LAB	2	1,551	3,102
253	SCIENCE PREPARATION/STORAGE - GENERAL	3	297	891
254	SCIENCE PREPARATION/STORAGE - CHEMISTRY	1	297	297
255	CHEMISTRY STORAGE	1	130	130
256	FUTURE SCIENCE LAB	2	1,172	2,344
	SUBTOTAL			16,070

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
260	HORTICULTURE			
261	HORTICULTURE CLASSROOM	1	1,050	1,050
262	WALK-IN COOLER	1	45	45
263	GREENHOUSE EQUIPMENT STORAGE	1	147	147
264	GREENHOUSE	1	1,540	1,540
265	GREENHOUSE HEAD HOUSE	1	83	83
	SUBTOTAL			2,865
270	STORAGE/SUPPORT			
271	STUDENT LOCKERS	2,100	0.625	1,313
272	STAFF PLANNING	4	210	840
273	STAFF WORK ROOM	1	360	360
274	GENERAL STORAGE	1	288	288
	SUBTOTAL			2,801
300	FOOD SERVICE & COMMONS			
301	MAIN & CAFÉ KITCHEN	1	1,570	1,570
302	SERVING AREA	1	2,508	2,508
303	SCULLERY	1	280	280
304	WALK-IN COOLER	1	180	180
305	WALK-IN FREEZER	1	180	180
306	MAIN KITCHEN DRY STORAGE	1	336	336
307	CAFÉ DRY STORAGE	1	232	232
308	CHILD NUTRITION OFFICE	1	175	175
309	CULINARY INSTRUCTOR'S OFFICE	1	121	121
310	LOCKER ALCOVE	1	106	106
311	COMMONS	1	9,600	9,600
312	COMMOMS FURNITURE STORAGE	1	130	130
313	CAFÉ WAIT STATION	1	72	72
314	STAFF LOUNGE	1	870	870
315	VENDING MACHINE ALCOVE	2	42	84
316	COMMONS SOUND EQUIPMENT STORAGE	1	40	40
317	CAFÉ	1	1,008	1,008
318	CAFE EQUIPMENT CLOSET	1	35	35
319	KITCHEN RECEIVING	1	80	80
	SUBTOTAL			17,607

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
400	TECHNOLOGY EDUC ATION			
401	WOODWORKING LAB	1	3,532	3,532
402	WOODWORKING STORAGE	1	240	240
403	WOODWORKING DRYING	1	288	288
404	WOODWORKING TOOL STORAGE	1	137	137
405	WOODWORKING OFFICE	1	99	99
406	SAW DUST COLLECTOR	1	74	74
407	TECHNOLOGY CLASSROOM	1	1,188	1,188
408	GENERAL STORAGE	1	158	158
409	ROBOTIC STORAGE	1	158	158
410	METALS LAB	1	3,772	3,772
411	METALS OFFICE	1	115	115
412	METALS TOOL STORAGE	1	150	150
413	DRAFTING LAB	1	1,521	1,521
				11,432
430	AUTO SHOP (EXISTING)			
431	SHOP	1	7,757	7,757
432	OFFICES	3	117	352
433	TOOLS AND PARTS	1	250	250
434	GENERAL. CLASSROOM	1	844	844
435	STORAGE - GEN'L. CLRM.	1	239	239
436	SMALL MOTOR CLRM.	1	1,082	1,082
437	STORAGE - SHOP	2	92	184
438	WASHROOM / LOCKERS	1	493	493
439	RESTROOM - WOMEN STUDENTS	1	143	143
440	RESTROOM - MEN STUDENTS	1	143	143
441	RESTROOM - WOMEN STAFF	1	101	101
442	RESTROOM - MEN STAFF	1	107	107
443	MECHANICAL / ELECTRICAL	3	428	1,284
444	CIRCULATION	1	985	985
	SUBTOTAL			13,964

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
500	LIBRARY			
501	INDIVIDUAL STUDY AND CASUAL READING	1	475	475
502	OPEN STACKS	1	1,782	1,782
503	GROUP INSTRUCTION	2	1,040	2,080
504	COMPUTER STATIONS	2	850	1,700
505	CIRCULATION	1	253	253
506	MEDIA STORAGE	1	220	220
507	WORK ROOM	1	209	209
508	HELP DESK	1	180	180
509	GROUP STUDY	1	180	180
510	TEXTBOOK DEPOSITORY	1	290	290
	SUBTOTAL			7,369
600	MAINTENANCE			
601	MAINTENANCE OFFICE	1	291	291
602	CUSTODIAL CLOSET	7	60	420
603	MAINTENANCE STORAGE	1	285	285
604	LARGE LIFT STORAGE	1	44	44
605	RECEIVING ROOM	1	300	300
606	KITCHEN CUSTODIAL CLOSET	1	36	36
607	SMALL LIFT STORAGE	1	30	30
	SUBTOTAL			1,406
700	MUSIC			
701	CHORAL/ORCHESTRA	1	1,826	1,826
702	BAND	1	1,989	1,989
703	OFFICE	1	276	276
704	MUSIC LIBRARY	1	229	229
705	ENSEMBLE	1	314	314
706	SMALL PRACTICE	2	72	144
707	MEDIUM PRACTICE	2	100	200
708	BAND STORAGE	1	360	360
709	CHORAL SOUND EQUIPMENT STORAGE	1	96	96
710	RISER STORAGE	1	68	68
711	HARPSICHORD CLOSET	1	20	20
712	HARP PRACTICE	1	72	72
	SUBTOTAL			5,594

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
720	ART			
721	COMMERCIAL ART	1	1,406	1,406
722	FINE ART	1	1,205	1,205
723	JEWELRY	1	1,116	1,116
724	KILNS	1	90	90
725	STORAGE	1	480	480
	SUBTOTAL			4,297
730	VISUAL COMMUNICATIONS			
731	VISUAL COMMUNICATIONS LAB	1	1,120	1,120
732	SILK SCREEN	1	367	367
733	STORAGE	1	84	84
734	AUDIO LAB	1	126	126
735	VIDEO LAB	1	126	126
736	STUDIO	1	180	180
	SUBTOTAL			2,003
740	THEATER ARTS & PERFORMING ARTS CENTER			
741	CLASSROOM	1	1,406	1,406
742	STORAGE	1	192	192
	SUBTOTAL			1,598
750	PERFORMING ARTS CENTER (EXISTING)			
751	LOBBY	1	5,956	5,956
752	SEATING - MAIN FLOOR	1	8,303	8,303
753	OFFICE	1	101	101
754	THEATER DIRECTOR OFFICE	1	88	88
755	GREEN ROOM	1	1,065	1,065
756	STAGE	1	3,055	3,055
757	WORKROOM	1	1,220	1,220
758	CONTROL BOOTH	1	118	118
759	STORAGE	1	288	288
760	SEATING - BALCONY	1	3,239	3,239
761	CATWALK STORAGE	1	0	0
762	TECHNICIANS OFFICE	1	0	0
763	RESTROOM - WOMEN	1	282	282
764	RESTROOM - MEN	1	357	357
765	GREEN ROOM RESTROOM - WOMEN	1	206	206
766	GREEN ROOM RESTROOM - MEN	1	182	182
767	CIRCULATION	1	2,763	2,763
768	LOADING DOCK / DELIVERY AREA	1	1,739	1,739
	SUBTOTAL			28,962

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
800	PHYSICAL EDUCATION/ATHLETICS			
801	MAIN GYMNASIUM	1	14,602	14,602
802	AUXILIARY GYMNASIUM	1	11,472	11,472
803	SMALL GYM	1	4,214	4,214
804	STRENGTH & FITNESS	1	2,400	2,400
805	P.E. EQUIPMENT STORAGE	1	240	240
806	MAIN GYM ASSEMBLY STORAGE	1	200	200
807	IN-SEASON ATHLETIC EQUIPMENT STORAGE	1	126	126
808	ATHLETIC TEAM STORAGE	1	897	897
809	GYMNASTIC EQUIPMENT STORAGE	1	414	414
810	MALE STUDENT LOCKER ROOM	1	1,760	1,760
811	FEMALE STUDENT LOCKER ROOM	1	1,760	1,760
812	MALE STUDENT SHOWERS	1	152	152
813	FEMALE STUDENT SHOWERS	1	152	152
814	FEMALE INSTRUCTOR'S OFFICE	1	248	248
815	MALE INSTRUCTOR'S OFFICE	1	248	248
816	FEMALE P. E. STAFF LOCKER/SHOWER	1	176	176
817	MALE P. E STAFF LOCKER/SHOWER	1	176	176
818	TRAINING	1	798	798
819	SPORTS MEDICINE CLASSROOM	1	960	960
820	CONCESSION	1	218	218
821	VENDING ALCOVE	1	23	23
822	LAUNDRY	1	86	86
823	AUXILIARY GYM SOUND EQUIPMENT STORAGE	1	40	40
824	TEAM MEETING	2	240	480
825	SMALL GYM EQUIPMENT STORAGE	1	308	308
826	SMALL GYM SOUND EQUIPMENT STORAGE	1	30	30
827	GYMNASIUM LOBBY	1	1,494	1,494
	SUBTOTAL			43,671

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
900	RESTROOMS			
901	HEALTH	1	47	47
902	FEMALE STUDENT'S	7	226	1,355
903	MALE STUDENT'S	7	200	1,197
904	FEMALE STAFF'S	7	128	768
905	MALE STAFF'S	7	128	768
906	FEMALE STUDENTS' P.E.	1	237	237
907	MALE STUDENTS' P. E.	1	190	190
908	KITCHEN STAFF	1	47	47
909	TEAM MEETING	2	47	94
910	MALE PUBLIC	2	331	662
911	FEMALE PUBLIC	2	331	662
	SUBTOTAL			6,713
1000	MECHANICAL / ELECTRICAL / COMMUNICATIONS			
1001	MAIN ELECTRICAL	1	300	300
1002	MAIN MECHANICAL	1	1,125	1,125
1003	ELEVATOR AND MACHINE ROOM	1	128	128
1004	MAIN CONNECTION	1	198	198
1005	HORIZONTAL CONNECTION	6	56	336
1006	CATWALKS	0	0	0
1007	DUCT SHAFTS	1	150	150
1008	ELECTRICAL CLOSETS	6	80	480
	SUBTOTAL			2,717
1100	CIRCULATION (NEW CONSTRUCTION)			
	HORIZONTAL CIRCULATION	1	39,683	39,683
	VERTICAL CIRCULATION	1	3,300	3,300
	SUBTOTAL			42,983
1200	WALLS (See General Notes)			0
	TOTAL BUILDING AREA:			275,323

AREA ALLOCATION – REVISED 1-14-11

AREA SUMMARY BY INDIVIDUAL SPACES

SPACE ID	FUNCTIONAL UNIT/ SPACE NAME	NO. OF UNITS	NET AREA (SF)	TOTAL NET AREA (SF)
1300	NON-INSTRUCTIONAL AREAS			
1301	WOMEN'S PUBLIC RESTROOM	1	128	128
1302	MEN'S PUBLIC RESTROOM	1	128	128
1303	CONCESSION	1	144	144
1304	EQUIPMENT SHED AT DUGOUT	2	128	256
1305	TENNIS EQUIPMENT STORAGE	1	96	96
1306	GREEN HOUSE COVERED STORAGE	1	540	540
	TOTAL:			1,292
1400	PORTABLES			
1401	CLASSROOMS	10	896	8,960
	TOTAL:			8,960
1500	OUTDOOR AREAS			
1501	MAIN BUS ZONE	1	50,400	50,400
1502	ATHLETIC BUS ZONE	1	10,560	10,560
1503	VISITOR PARKING	1	5,700	5,700
1504	STAFF PARKING	1	63,900	63,900
1505	STUDENT PARKING	1	146,000	146,000
1506	BASEBALL FIELD	1	122,500	122,500
1507	SOFTBALL FIELD	1	60,000	60,000
1508	BASEBALL BATTING CAGE	2	980	1,960
1509	SOFTBALL BATTING CAGE	2	770	1,540
1510	TENNIS COURTS	9	6,240	56,160
1511	DUMPSTERS AND GREASE RECEPTOR	1	1,000	1,000
1	TOTAL:			519,720

FINANCE

1. Vouchers

Vouchers will be presented.

Recommendation: That these vouchers be signed.

2. Financial Statements

Financial statements for the month of July will be presented for the board's information.

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2012, the board, by a _____ vote, approves payments, totaling \$1,051,358.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank of Washington:
Warrant Numbers 408090 through 408298, totaling \$1,051,358.06

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
408090	3 WIRE GROUP INC	08/27/2012	133.30
408091	ADI	08/27/2012	174.63
408092	AGRISHOP INC	08/27/2012	99.17
408093	ALTUG, KATELYN RAE	08/27/2012	25.00
408094	AN APPLE A DAY LLC	08/27/2012	510.00
408095	APEX FIRE CONTROL	08/27/2012	257.32
408096	APPERSON	08/27/2012	236.88
408097	ARBITRATION SERVICES INC	08/27/2012	3,554.50
408098	ASSN OF WASH SCHOOL PRINCIPALS	08/27/2012	300.00
408099	AUBURN CHEVROLET	08/27/2012	13.66
408100	AUBURN MOUNTAINVIEW H S	08/27/2012	11.56
408101	AUDIOLINK SERVICES LLC, INC.	08/27/2012	729.38
408102	BELUGA SOFTWARE INC	08/27/2012	1,095.00
408103	BLICK ART MATERIALS	08/27/2012	2,042.52
408104	BLUMENTHAL UNIFORMS & EQUIPMEN	08/27/2012	129.10
408105	BUDGET OFFICE PRODUCTS LLC	08/27/2012	348.21
408106	BUSINESS TELECOM PRODUCTS INC	08/27/2012	137.98

Check Nbr	Vendor Name	Check Date	Check Amount
408107	CAS ENTERPRISES INC	08/27/2012	515.00
408108	CASCADE BEAUTY COLLEGE	08/27/2012	406.50
408109	CASE PARTS COMPANY	08/27/2012	261.82
408110	CENGAGE LEARNING	08/27/2012	5,525.65
408111	CHILDRENS INSTITUTE FOR LEARNI	08/27/2012	10,800.00
408112	COASTAL ENTERPRISES	08/27/2012	6,765.40
408113	CONSOLIDATED ELECTRICAL DIST I	08/27/2012	161.16
408114	CORLISS RESOURCES INC	08/27/2012	1,067.63
408115	CREVELING, CORI E	08/27/2012	100.00
408116	CUMMINS, MEGAN SUZANNA	08/27/2012	25.00
408117	CURRICULUM ASSOCIATES INC	08/27/2012	201.91
408118	DAIRY FRESH FARMS INC	08/27/2012	8,514.16
408119	DEL REY, MALENA MARIA	08/27/2012	20.00
408120	DELL MARKETING LP % DELL USA L	08/27/2012	169.33
408121	DEMCO INC	08/27/2012	300.95
408122	DEPT OF ENTERPRISE SERVICES	08/27/2012	389.38
408123	DEPT OF LICENSING	08/27/2012	80.00
408124	DON SMALL & SONS OIL DIST CO	08/27/2012	73.49
408125	EBS HEALTHCARE STAFFING SERVIC	08/27/2012	1,485.00
408126	EC POWER SYSTEMS OF WASH	08/27/2012	966.56
408127	ECHOLS, JORDAN XAVIER	08/27/2012	25.00
408128	EDEN ADVANCED PEST TECHNOLOGIE	08/27/2012	125.93
408129	EDNETICS INC	08/27/2012	21,575.23
408130	ENUMCLAW SCHOOL DISTRICT	08/27/2012	696.28
408131	FIGG, SAMUEL JAMES	08/27/2012	25.00

Check Nbr	Vendor Name	Check Date	Check Amount
408132	FLAGHOUSE INC	08/27/2012	89.95
408133	FLORES, MARIA	08/27/2012	16.89
408134	FOLLETT LIBRARY RESOURCES	08/27/2012	113.39
408135	FOOD SERVICES OF AMERICA	08/27/2012	9,849.68
408136	FRONTLINE PLACEMENT TECHNOLOGI	08/27/2012	9,847.70
408137	FULL COMPASS SYSTEMS LTD	08/27/2012	160.62
408138	GALANTI, AIDAN TYLER	08/27/2012	100.00
408139	GLEASON, SEAN PATRICK	08/27/2012	25.00
408140	GOOTHERTS, ALICIA KAREN	08/27/2012	100.00
408141	GOOTHERTS, MIRIAM BROOKE	08/27/2012	100.00
408142	GOS PRINTING CORP	08/27/2012	172.35
408143	GOSNEY MOTOR PARTS INC	08/27/2012	651.58
408144	GRAINGER DEPT 810392688	08/27/2012	111.29
408145	GRIZZLY INDUSTRIAL INC	08/27/2012	309.25
408146	GUK, KARINA MIKOLIVNA	08/27/2012	25.00
408147	GUSMAN, SAVANNA NADENE	08/27/2012	25.00
408148	HARDIN, NATHAN THOMAS	08/27/2012	25.00
408149	HARRIS, NICOLE RYANE	08/27/2012	20.00
408150	HD FOWLER COMPANY INC	08/27/2012	345.83
408151	HEALTH CARE AUTHORITY DIVISION	08/27/2012	3,316.23
408152	HILL, VALEN SEBASTIAN	08/27/2012	25.00
408153	HILL, ZANE ALEXZANDER	08/27/2012	25.00
408154	HODGSON, HANNAH MARIE	08/27/2012	100.00
408155	HOUCK, HANNA MARIE	08/27/2012	25.00
408156	HUNT, KATARINA ELIZABETH	08/27/2012	25.00

Check Nbr	Vendor Name	Check Date	Check Amount
408157	IMAGE MASTERS INC	08/27/2012	95.38
408158	IMAGE ONE CORPORATION	08/27/2012	550.00
408159	INTERWEST RECYCLE & LANDSCAPIN	08/27/2012	20.50
408160	JOHNSON, ABBIE CHRISTINE	08/27/2012	100.00
408161	JOSTENS	08/27/2012	834.94
408162	JOSTENS INC	08/27/2012	18.42
408163	KAUR, NAVDEEP	08/27/2012	20.00
408164	KEYS, JOSEPH DANIEL	08/27/2012	25.00
408165	KING COUNTY TREASURY FINANCE &	08/27/2012	1,024.88
408166	KONICA MINOLTA BUSINESS SOLUTI	08/27/2012	1,611.84
408167	KONICA MINOLTA BUSINESS SOLUTI	08/27/2012	7,056.90
408168	KRAMES STAYWELL LLC	08/27/2012	622.90
408169	LAKESHORE LEARNING MATERIALS	08/27/2012	250.75
408170	LE, ELIZABETH D	08/27/2012	100.00
408171	LEADER SERVICES INC	08/27/2012	387.80
408172	LEADERSHIP & LEARNING CENTER	08/27/2012	2,634.02
408173	LEVERAGE INFORMATION SYSTEMS I	08/27/2012	804.24
408174	LITERACY RESOURCES INC	08/27/2012	84.99
408175	LOBBYGUARD SOLUTIONS LLC	08/27/2012	140.00
408176	MAGHANOY, THIA	08/27/2012	125.00
408177	MCGEE, BECKY	08/27/2012	41,700.00
408178	MCGRAW-HILL COMPANIES INC	08/27/2012	10,614.08
408179	MEDCO SUPPLY CO INC	08/27/2012	61.66
408180	MICONTROLS INC	08/27/2012	329.52
408181	MIDWEST VOLLEYBALL WHSE INC	08/27/2012	182.90

Check Nbr	Vendor Name	Check Date	Check Amount
408182	MURTAGH, CODY JOHN-MATTHEW	08/27/2012	25.00
408183	NAGRA, ROOPKANWAL SINGH	08/27/2012	25.00
408184	NAHAKU, KEKOA DAMIEN	08/27/2012	25.00
408185	NETIG LLC	08/27/2012	143.30
408186	NFI ENTERPRISES LLC	08/27/2012	1,294.18
408187	NGUYEN, MATTHEW LE	08/27/2012	100.00
408188	NW CASCADE INC	08/27/2012	240.10
408189	NW TEXTBOOK DEPOSITORY	08/27/2012	12,548.88
408190	OCSAN, ANDRE JAYSON	08/27/2012	25.00
408191	OFFICE DEPOT INC	08/27/2012	964.90
408192	OHASHI, SCOTT JOSEPH	08/27/2012	25.00
408193	ORIENTAL TRADING CO INC	08/27/2012	103.74
408194	OVERSTREET, RYAN	08/27/2012	25.00
408195	PACIFIC INTERPRETERS INC	08/27/2012	15.82
408196	PACIFIC NW THEATRE ASSN INC	08/27/2012	1,676.41
408197	PARKER PAINT MFG CO INC	08/27/2012	309.35
408198	PARSONS, BENNETT LEE	08/27/2012	60.00
408199	PEARSON EDUCATION INC	08/27/2012	4,787.40
408200	PFUTZNER, JAMIE LEE	08/27/2012	20.00
408201	PIERCE, KALIYAH BRIANNA	08/27/2012	25.00
408202	PIKE, STANLEY CARL	08/27/2012	25.00
408203	PITNEY BOWES POSTAGE BY PHONE	08/27/2012	14,000.00
408204	PITNEY BOWES INC	08/27/2012	722.70
408205	PITNEY BOWES PRESORT SERVICES	08/27/2012	308.09
408206	PLATT ELECTRIC	08/27/2012	106.08

Check Nbr	Vendor Name	Check Date	Check Amount
408207	PR MEDIA	08/27/2012	275.00
408208	PRAXAIR DISTRIBUTION INC	08/27/2012	28.86
408209	PROMATS ATHLETICS INC	08/27/2012	2,493.97
408210	PUGET SOUND ENERGY ELECTRIC	08/27/2012	85,377.76
408211	PUGET SOUND ENERGY NAT GAS	08/27/2012	8,903.27
408212	PURDY, ERIN MICHELLE	08/27/2012	100.00
408213	QUALITY FENCE BUILDERS INC	08/27/2012	1,009.55
408214	QUALITY PRODUCTS INC	08/27/2012	98.46
408215	RADOSEVIC, SIERRA ANNE	08/27/2012	100.00
408216	READ NATURALLY INC	08/27/2012	1,198.00
408217	REGUSTERS, KIEL JHON	08/27/2012	42.50
408218	RELIANCE COMMUNICATIONS INC	08/27/2012	33,556.64
408219	ROCHESTER 100 INC	08/27/2012	105.00
408220	SAFARI MONTAGE	08/27/2012	2,129.78
408221	SALISH SEA EXPEDITIONS	08/27/2012	3,750.00
408222	SCHNELL, JACOB WILLIAM	08/27/2012	25.00
408223	SCHOOL OUTFITTERS	08/27/2012	659.37
408224	SCHOOL SPECIALTY	08/27/2012	539.56
408225	SCHOOLWIRES INC	08/27/2012	27,742.50
408226	SCHWANTES, ADAM JOHN	08/27/2012	100.00
408227	SCRIVEN, MICHAEL JAY DINO	08/27/2012	20.00
408228	SEATTLE MACK SALES INC	08/27/2012	18.44
408229	SIMPSON-ARNONE, HUNTER MICHAEL	08/27/2012	25.00
408230	SOCIAL STUDIES SCHOOL SERVICE	08/27/2012	142.22
408231	SOLUTION TREE INC	08/27/2012	8,500.00

Check Nbr	Vendor Name	Check Date	Check Amount
408232	SOUND ELECTRONICS	08/27/2012	1,137.43
408233	SOUND PUBLISHING INC	08/27/2012	96.63
408234	SOUZA, DEREK JAMES	08/27/2012	20.00
408235	SOUZA, MORGAN	08/27/2012	20.00
408236	SPORTS CAREER CONSULTING, LLC	08/27/2012	99.00
408237	STAPLES ADVANTAGE	08/27/2012	178.99
408238	STAPLES ADVANTAGE	08/27/2012	4,717.08
408239	STOKES, ANNA	08/27/2012	12.84
408240	STORGAARD, STEVEN ARKADY	08/27/2012	25.00
408241	SUMNER SCHOOL DIST #320	08/27/2012	1,596.61
408242	TARASYUK, JULIA VICTORIA	08/27/2012	20.00
408243	TED BROWN MUSIC COMPANY	08/27/2012	232.84
408244	TMA SYSTEMS LLC	08/27/2012	5,979.00
408245	TRANSOURCE	08/27/2012	326.56
408246	TRIM FLEX VINYL	08/27/2012	128.24
408247	TRISTO	08/27/2012	289.84
408248	UNIFIRST CORPORATION	08/27/2012	416.08
408249	URGENT CARE CENTER & OCCUPATIO	08/27/2012	195.00
408250	URIBE, ALBERTO	08/27/2012	20.00
408251	US SCHOOL SUPPLY INC	08/27/2012	99.90
408252	USA MOBILITY WIRELESS INC	08/27/2012	437.32
408253	VALLE, LESLY ARACELY	08/27/2012	20.00
408254	VALLE-BONILLA, MIRELLA	08/27/2012	20.00
408255	WAKEFIELD, JASON	08/27/2012	13.60
408256	WALMART SAMS CLUB	08/27/2012	14.20

Check Nbr	Vendor Name	Check Date	Check Amount
408257	WASH ASSN FOR CAREER & TECHNIC	08/27/2012	494.00
408258	WASH ASSN OF MARKETING EDUCATO	08/27/2012	125.00
408259	WASH ASSN FOR BILINGUAL EDUCAT	08/27/2012	430.00
408260	WASH CEDAR & SUPPLY CO	08/27/2012	19.71
408261	WATER DISTRICT #111	08/27/2012	3,866.09
408262	WEIR, DAKOTA JAMES	08/27/2012	25.00
408263	WEST COAST PLATEN COMPANY	08/27/2012	295.20
408264	WEST PAYMENT CENTER	08/27/2012	253.56
408265	WHIZZ EDUCATION INC	08/27/2012	10,939.05
408266	WORLD LANGUAGE SERVICES LLC	08/27/2012	607.70
408267	WRIGHT, SHELLEY VERENE	08/27/2012	19.17
408268	WSIPC NW ESD FISCAL AGENT	08/27/2012	20,064.79
408269	ZAMOSTNY, YAROSLAV R	08/27/2012	60.00
408270	C N R INC	08/27/2012	90.34
408271	COMP VIEW INC	08/27/2012	2,204.13
408272	CONCRETE EXPERTS	08/27/2012	46,026.00
408273	DENALI ADVANCED INTEGRATION	08/27/2012	2,713.28
408274	EDNETICS INC	08/27/2012	165,793.94
408275	GOVCONNECTION INC	08/27/2012	29.26
408276	KING COUNTY DIRECTORS ASSN	08/27/2012	132.37
408277	MCGRANAHAN ARCHITECTS	08/27/2012	3,144.00
408278	MICRO COMPUTER SYSTEMS INC	08/27/2012	5,335.65
408279	QUANTUM ENGINEERING & DEVELOPM	08/27/2012	334,698.60
408280	SHOCKEY PLANNING GROUP INC	08/27/2012	9,837.41
408281	WELSH COMMISSIONING GROUPS INC	08/27/2012	3,080.00

Check Nbr	Vendor Name	Check Date	Check Amount
408282	AUBURN SCHOOL DIST 408 **	08/27/2012	498.00
408283	AUBURN SENIOR H S	08/27/2012	84.80
408284	BREWER, COLLEEN AND SEATTLE PA	08/27/2012	500.00
408285	BUDS & BLOOM & SONS INC	08/27/2012	76.65
408286	ENTOUCH SOLUTIONS INC	08/27/2012	5,967.75
408287	FIFE HIGH SCHOOL	08/27/2012	35.00
408288	IDEAWORKS NW	08/27/2012	10,873.35
408289	JOSTENS INC	08/27/2012	8.15
408290	KIMMEL ATHLETIC SUPPLY	08/27/2012	542.03
408291	LIDS TEAM SPORTS	08/27/2012	1,841.16
408292	MEDCO SUPPLY CO INC	08/27/2012	2,804.35
408293	PACIFIC NW BASKETBALL OFFICIAL	08/27/2012	7,973.00
408294	PRAXAIR DISTRIBUTION INC	08/27/2012	23.49
408295	RIDDELL ALL AMERICAN SPORTS CO	08/27/2012	3,310.01
408296	STEVE GERVAIS PASSING ACADEMY	08/27/2012	6,550.00
408297	VARSITY	08/27/2012	4,118.01
408298	WASH INTERSCHOLASTIC ACTIVITIE	08/27/2012	135.00
209	Computer	Check(s) For a Total of	1,051,358.06

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
209	Computer	Checks For a Total of	1,051,358.06
Total For 209	Manual, Wire Tran, ACH & Computer	Checks	1,051,358.06
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	1,051,358.06

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-1,700.02	2,309.49	432,322.86	432,932.33
20	Capital Projects	-2.78	0.00	573,087.76	573,084.98
40	ASB Fund	-12.83	0.00	45,353.58	45,340.75

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2012, the board, by a _____ vote, approves payments, totaling \$177,684.88. The payments are further identified in this document.

Total by Payment Type for Cash Account, US Bank Wire Transfers:
Wire Transfer Payments 201100769 through 201200013, totaling \$177,684.88

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
201100769	AMERICAN FLOORS & BLINDS	08/27/2012	1,738.86
201100770	CASE PARTS COMPANY	08/27/2012	492.90
201100771	COASTWIDE LABORATORIES	08/27/2012	3,641.47
201100772	CONSOLIDATED ELECTRICAL DIST I	08/27/2012	517.94
201100773	DB SECURE SHRED	08/27/2012	1,119.50
201100774	DYNAMIC LANGUAGE CENTER INC	08/27/2012	485.60
201100775	FERGUSON ENTERPRISES INC #3007	08/27/2012	1,609.73
201100776	KING COUNTY DIRECTORS ASSN	08/27/2012	373.47
201100777	MICONTROLS INC	08/27/2012	902.55
201100778	PARKER PAINT MFG CO INC	08/27/2012	440.71
201100779	NCS PEARSON INC	08/27/2012	15,477.77
201100780	FULL COMPASS SYSTEMS LTD	08/27/2012	4,007.17
201100781	ADVANTAGE GRAPHICS INC	08/27/2012	821.25
201100782	ALTMAN RENTAL INC	08/27/2012	480.71
201100783	MOTOR OIL SUPPLY INC	08/27/2012	1,862.93
201100784	WESTERN PSYCHOLOGICAL SERVICES	08/27/2012	645.15
201100785	HERFF JONES YEAR BOOK PAYMENTS	08/27/2012	21,441.46

Check Nbr	Vendor Name	Check Date	Check Amount
201100786	NW CASCADE INC	08/27/2012	112.35
201100787	SPORTS CONNECTION LLC	08/27/2012	1,930.91
201100788	VARSITY	08/27/2012	1,890.08
201100789	ALLIED WASTE SERVICES	08/27/2012	724.66
201100790	AT & T	08/27/2012	123.00
201100791	CEDAR GROVE ORGANICS RECYCLING	08/27/2012	404.75
201100792	CENTURY LINK	08/27/2012	40,169.47
201100793	CENTURY LINK	08/27/2012	11,020.24
201100794	CITY OF AUBURN UTILITIES	08/27/2012	15,468.42
201100795	VERIZON WIRELESS	08/27/2012	0.89
201200006	ASSN OF WASH SCHOOL PRINCIPALS	08/27/2012	28,872.00
201200007	UNIV OF OREGON CENTER ON TEACH	08/27/2012	8,050.00
201200008	GUARDIAN SECURITY SYSTEMS INC	08/27/2012	1,524.00
201200009	KING COUNTY DIRECTORS ASSN	08/27/2012	1,074.80
201200010	ORIGO EDUCATION INC	08/27/2012	1,203.30
201200011	REALLY GOOD STUFF INC	08/27/2012	377.54
201200012	IMAGE ONE CORPORATION	08/27/2012	1,041.67
201200013	WOIS/THE CAREER INFORMATION SY	08/27/2012	7,637.63

35 Wire Transfer Check(s) For a Total of 177,684.88

0	Manual	Checks For a Total of	0.00
35	Wire Transfer	Checks For a Total of	177,684.88
0	ACH	Checks For a Total of	0.00
0	Computer	Checks For a Total of	0.00
Total For 35	Manual, Wire Tran, ACH & Computer	Checks	177,684.88
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	177,684.88

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	3,064.67	0.00	148,764.70	151,829.37
40	ASB Fund	0.00	0.00	25,855.51	25,855.51

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of August 27, 2012, the board, by a _____ vote, approves payments, totaling \$84,881.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, AP Direct Dep Settlement Accou:
ACH Numbers 111202544 through 111202590, totaling \$84,881.69

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
111202544	BARKER, CAROL JEAN	08/27/2012	928.55
111202545	BAXTER, DENISE MICHELLE	08/27/2012	417.00
111202546	BAYER, JAMES L	08/27/2012	37.18
111202547	BLANSFIELD, CYNTHIA RENEE	08/27/2012	193.90
111202548	BURKHAUSER, VALERIE KAYE	08/27/2012	60.00
111202549	BURT, TIFFANY ANN	08/27/2012	80.19
111202550	CANNON, BONNIE CHRISTINE	08/27/2012	325.00
111202551	CARRIZOSA, CARLA	08/27/2012	328.08
111202552	CLEARY, KIMBERLIE A	08/27/2012	120.00
111202553	CRAFT, PAMELA S	08/27/2012	51.75
111202554	DAHLING, NOMA JEAN	08/27/2012	170.00
111202555	DAVIDSON, JENNIFER L	08/27/2012	80.81
111202556	DEBRULER, ADAM DALE	08/27/2012	77.70
111202557	DECKER, LOUANNE H	08/27/2012	62.10
111202558	DUNAWAY, EDDIE L	08/27/2012	65.16
111202559	FAWVER, RICHARD ALLEN	08/27/2012	96.46
111202560	JACOBS, LORI DAWN	08/27/2012	380.00

Check Nbr	Vendor Name	Check Date	Check Amount
111202561	JAMES, AMANDA N	08/27/2012	500.00
111202562	JOHNSON, DARICE ROCHELLE	08/27/2012	31.91
111202563	JOHNSON, ISAIAH DAVID	08/27/2012	15.21
111202564	KENWORTHY, ROBERT DAVID	08/27/2012	65.49
111202565	KNAPP, STEPHANIE CHRISTINE	08/27/2012	179.00
111202566	LAM, TAN VAN	08/27/2012	26.42
111202567	LANTZ, KATHY	08/27/2012	1,000.00
111202568	MAST, BRADEN WARREN	08/27/2012	17.09
111202569	MILLS GOLDBERG, AMY L	08/27/2012	343.50
111202570	MOHLER, ERIC RONALD	08/27/2012	126.54
111202571	MULICK, PATRICK JAMES	08/27/2012	39.00
111202572	NEWMAN, MICHAEL V	08/27/2012	270.84
111202573	O'BRIEN, LEAHMARIE	08/27/2012	298.67
111202574	PARTRIDGE, SANDRA KAY	08/27/2012	50.00
111202575	PFAB, TIMOTHY JOHN	08/27/2012	215.00
111202576	PIPER, MARK A	08/27/2012	20.42
111202577	PULIS, RICHARD EDWARD	08/27/2012	120.00
111202578	SAXON, JAN K	08/27/2012	78.64
111202579	SCOFIELD, CAROL AALAND	08/27/2012	112.00
111202580	STEFFY, STEVE R	08/27/2012	7.44
111202581	STRAND, DEBRA MARIE	08/27/2012	14.70
111202582	TURNER, MEGAN DENISE	08/27/2012	92.53
111202583	US BANK CORP PAYMENT SYSTEMS P	08/27/2012	10,478.22
111202584	US BANK CORP PAYMENT SYSTEM TR	08/27/2012	3,530.59
111202585	WEIDE, SCOTT ELWYN	08/27/2012	59.06

Check Nbr	Vendor Name	Check Date	Check Amount
111202586	US BANK CORP PAYMENT SYSTEMS P	08/27/2012	59,495.17
111202587	AUBURN RIVERSIDE HIGH SCHOOL I	08/27/2012	583.87
111202588	AUBURN SENIOR HIGH IMPREST	08/27/2012	649.32
111202589	PIZZA TIME	08/27/2012	1,265.70
111202590	US BANK CORP PAYMENT SYSTEMS P	08/27/2012	1,721.48
47	ACH	Check(s) For a Total of	84,881.69

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
47	ACH	Checks For a Total of	84,881.69
0	Computer	Checks For a Total of	0.00
Total For 47	Manual, Wire Tran, ACH & Computer	Checks	84,881.69
Less 0	Voided	Checks For a Total of	0.00
		Net Amount	84,881.69

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	General Fund	-219.11	15.21	21,370.05	21,166.15
20	Capital Projects	0.00	0.00	59,495.17	59,495.17
40	ASB Fund	-44.97	0.00	4,265.34	4,220.37

AUBURN SCHOOL DISTRICT NO. 408

FINANCIAL STATEMENTS
FOR
JULY , 2012

AUBURN SCHOOL DISTRICT NO. 408
MONTHLY FINANCIAL REPORTS
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 - B. Trust Funds and Account Groups

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 - D. Debt Service Fund
 - E. ASB Fund
 - 1. High Schools
 - 2. Middle Schools

- III. Private Purpose Trust Fund Statement

- IV. NBN Employee Benefits Trust Fund Statement

- V. Local Grants

AUBURN SCHOOL DISTRICT NO. 408
BALANCE SHEETS - GOVERNMENTAL FUNDS
JULY 31, 2012

	GENERAL	TRANSPORT VEHICLE	CAPITAL PROJECTS	DEBT SERVICE	ASB
ASSETS					
Cash and cash equivalents	11,613,417	1,622,171	26,309,382	1,967,173	1,208,797
Restricted Cash	48,298	5,938	208,255	64,713	9,405
Property taxes receivable	15,367,639	1,766	5,944,565	4,105,269	
Accounts receivable	94,123	673			
Interest receivable	6,975		11,299	792	625
Due from other funds					222,757
Due from other governments	19,349		31,561		
Inventory of supplies	306,400				
Total Assets	27,456,201	1,630,548	32,505,062	6,137,947	1,441,584
LIABILITIES and EQUITY					
Liabilities:					
Accounts payable	1,265,088		1,836		7,243
Estimated Unemployment Payable	221,925				
Due to other governments	26,777	3,265	114,529	35,815	5,207
Due to other funds	230,682				
Deferred revenue	15,367,639	1,766	5,949,423	4,105,269	
Total Liabilities	17,112,111	5,031	6,065,788	4,141,084	12,450
Equity:					
Non Spendable Fund Bal--Inven	834,064				
Restricted for Carryovers	406,120				
Restricted from Levy Proceeds			13,565,071		
Assigned to Contingencies	300,000				
Assigned to Other Purposes	1,800,000				
Assigned To Fund Purposes		1,625,517	12,874,203	1,996,863	1,429,134
Unassigned Fund Balance	7,003,906				
Total Equity	10,344,090	1,625,517	26,439,274	1,996,863	1,429,134
Total Liabilities and Equity	27,456,201	1,630,548	32,505,062	6,137,947	1,441,584

AUBURN SCHOOL DISTRICT NO. 408
BALANCE SHEETS - TRUST FUNDS AND ACCOUNT GROUPS
JULY 31, 2012

TRUST FUNDS		ACCOUNT GROUPS	
PRIV PURP TRUST	NBN EMPLOY BENEFITS	GENERAL FIXED ASSETS	GENERAL LONG-TERM DEBT

ASSETS

Cash and cash equivalents	557,623	95,644		
Restricted Cash	4,540	1,329		
Due from Other Funds	7,925			
Accounts receivable	4,905			
Interest receivable	261	37		
Fixed assets			322,457,665	
Other debits:				
Amount available in Debt Service Fund				1,996,863
Amount to be provided for retirement of general long-term obligations				87,577,323
Total Assets	575,254	97,010	322,457,665	89,574,186

LIABILITIES and EQUITY

Liabilities:

Accounts Payable	1,197			
Compensated absences payable				2,449,186
Due to other governments	2,500	732		
Due to Other Funds				
General obligation bonds payable				87,125,000
Total Liabilities	3,697	732	0	89,574,186

Equity:

Investment in general fixed assets			322,457,665	
Fund balances:				
Assigned To Fund Purposes	571,557	96,278		
Total Equity	571,557	96,278	322,457,665	0
Total Liabilities and Equity	575,254	97,010	322,457,665	89,574,186

Auburn School District No. 408
General Fund Budget Status Summary

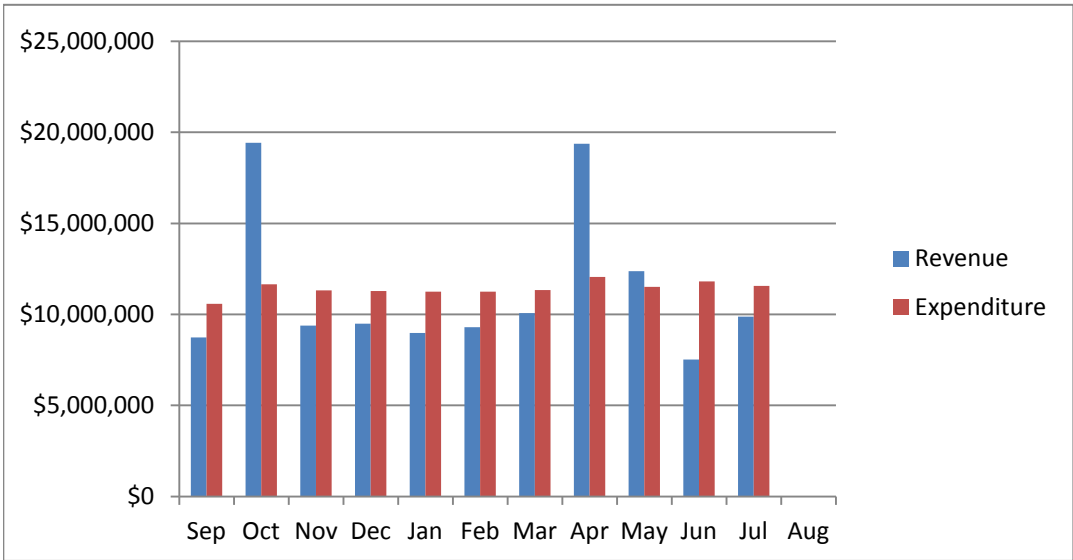
Fiscal Year	REVENUE			EXPENDITURES			FUND BALANCE	
	Average Cum %	Actual Cum %	Actual Monthly	Average Cum %	Actual Cum %**	Monthly Amount	Beginning	
2011-12							11,392,795	
September	6.89%	6.43%	8,740,233	11.31%	11.83%	10,582,228	9,550,799	
October	19.18%	20.72%	19,421,444	19.79%	19.67%	11,656,101	17,316,142	
November	26.62%	27.63%	9,389,780	27.09%	27.11%	11,309,805	15,396,117	
December	34.14%	34.62%	9,491,855	34.53%	34.84%	11,288,455	13,599,518	
January	41.61%	41.22%	8,970,667	42.24%	42.49%	11,245,611	11,324,574	
February	49.19%	48.10%	9,299,550	49.92%	49.97%	11,248,476	9,375,648	
March	56.93%	55.48%	10,077,486	57.68%	57.48%	11,328,341	8,124,793	
April	70.31%	69.73%	19,369,054	66.23%	65.44%	12,049,196	15,444,651	
May	78.44%	78.84%	12,375,948	73.92%	73.22%	11,503,509	16,317,090	
June	83.89%	84.38%	7,525,561	81.49%	81.20%	11,805,349	12,037,302	
July	91.42%	91.64%	9,873,059	89.41%	88.91%	11,566,272	10,344,090	
August	99.94%			96.82%				
			Revenue				Expenditure	Fund Balance
Anticipated - First Budget			135,890,337				142,565,696	3,530,281

Fiscal Year	REVENUE			EXPENDITURES			FUND BALANCE	
	Average Cum %	Actual Cum %	Actual Monthly	Average Cum %	Actual Cum %**	Monthly Amount	Beginning	
2010-11							10,908,255	
September	6.98%	6.38%	8,804,575	11.40%	11.39%	10,431,521	9,281,309	
October	19.06%	19.40%	17,941,765	19.88%	19.18%	11,561,822	15,661,252	
November	26.73%	26.59%	9,948,992	27.18%	26.60%	11,270,063	14,340,180	
December	34.01%	35.84%	12,760,684	34.61%	34.14%	10,888,967	16,211,897	
January	41.54%	42.42%	9,087,371	42.28%	42.10%	11,069,170	14,230,099	
February	49.25%	48.90%	8,949,646	50.13%	49.33%	11,391,935	11,787,809	
March	57.11%	55.66%	9,317,554	57.79%	56.61%	11,384,179	9,721,184	
April	70.22%	70.42%	20,371,541	66.36%	64.28%	11,418,693	18,674,032	
May	78.66%	77.10%	9,225,647	74.06%	71.65%	10,622,601	17,277,078	
June	84.11%	82.30%	7,168,709	81.65%	79.33%	11,629,690	12,816,097	
July	91.68%	89.56%	10,027,581	89.65%	86.81%	11,445,107	11,398,571	
August	100.20%	97.99%	11,636,866	97.10%	94.18%	11,642,643	11,392,795	
			Revenue				Expenditure	Fund Balance
Anticipated - First Budget			138,011,573				143,088,790	4,292,872
Actual - At Fiscal Year End			135,240,931				134,756,391	11,392,795

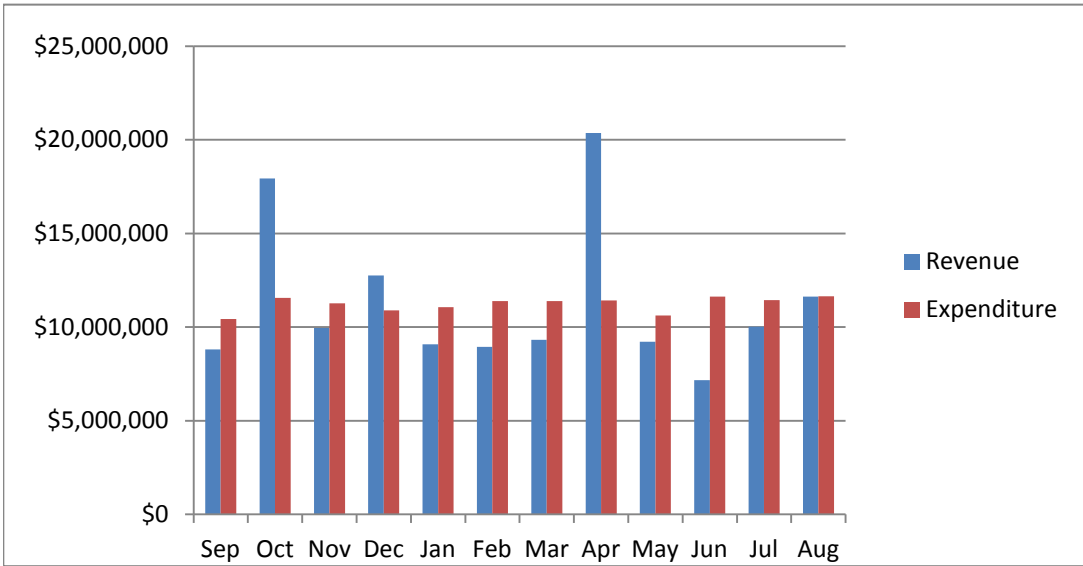
** Includes encumbrances.

AUBURN SCHOOL DISTRICT No. 408 GENERAL FUND

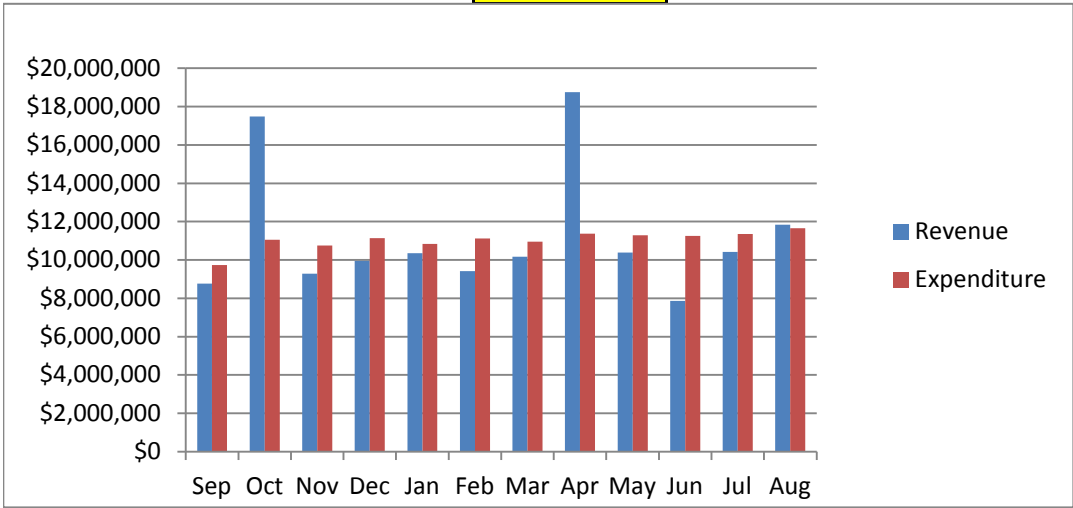
2011-12



2010-11



2009-10



Auburn School District No. 408
General Fund Budget Status
For the Month of July, 2012

	Annual Budget	Actual For Month	Total For Year	Encumbrance	Balance	Percent
TOTAL BEGINNING FUND BALANCE	\$ 10,205,640		11,392,795			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	29,483,879	46,408	29,472,749		11,130	99.96%
2000 Local Non-Tax	4,981,996	44,368	3,496,078		1,485,918	70.17%
3000 State, General Purpose	73,404,042	7,034,323	65,874,374		7,529,668	89.74%
4000 State, Special Purpose	15,104,746	1,854,073	13,631,389		1,473,357	90.25%
5000 Federal, General Purpose	146,916	2,330	133,197		13,719	90.66%
6000 Federal, Special Purpose	11,817,653	792,076	10,934,872		882,781	92.53%
7000 Revenues from Other District	848,405	99,480	977,941		(129,536)	115.27%
8000 Revenues from Other Agencies	102,700	-	4,200		98,500	4.09%
9000 Other Financing Sources	-	-	9,837		(9,837)	
Total Revenues & Other Finance Sources	135,890,337	9,873,059	124,534,637	-	11,355,700	91.64%
EXPENDITURES						
00 Regular Instruction	80,184,651	6,804,886	72,127,935	6,050,895	2,005,821	97.50%
10 Federal Stimulus	4,300	-	45,555	-	(41,255)	
20 Special Ed Instruction	16,570,310	1,477,810	15,371,873	1,180,470	17,967	99.89%
30 Vocational Instruction	6,248,403	470,105	5,047,078	488,784	712,541	88.60%
50&60 Compensatory Education	7,811,792	620,346	6,642,808	631,841	537,143	93.12%
70 Other Instructional Pgms	2,078,733	116,313	879,424	56,356	1,142,952	45.02%
80 Community Services	1,134,470	54,714	645,728	47,638	441,104	61.12%
90 Community Services	28,533,037	2,022,098	24,822,941	1,893,157	1,816,940	93.63%
Total Expenditures	142,565,696	11,566,272	125,583,342	10,349,140	6,633,214	95.35%
Excess Revenues/Other Financing Sources Over (under) Expend & Oth Financing Uses	<u>(6,675,359)</u>	<u>(1,693,212)</u>	<u>(1,048,705)</u>			
Total Ending Fund Balance	\$ 3,530,281		10,344,090			
Ending Fund Balance Accounts						
GL 821 Restricted for Carryovers	750,000		406,120			
GL 840 Nonspendable Fund Bal - Inv	750,000		834,064			
GL 875 Unrsrvd Dsgntd-Conting	1,300,000		300,000			
GL 888 Assigned to Other Purposes	600,000		1,800,000			
GL 890 UnRsrvd Undsgntd Fnd Bal	130,281		7,003,906			
Total Ending Fund Balance	\$ 3,530,281		\$ 10,344,090			

Auburn School District No. 408
Transportation Vehicle Fund Budget Status
For the Month of July, 2012

	Annual Budget	Actual For Month	Total For Year	Encumb	Balance	Percent
TOTAL BEGINNING FUND BALANCE	\$ 940,716		\$ 946,951			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes		68	174		174	0.00%
2000 Local Non-Tax	5,736	720	7,301	-	1,565	127.28%
3000 State, General Purpose		-	-	-	-	0.00%
4000 State, Special Purpose	520,000	-	671,092	-	151,092	129.06%
5000 Federal, General Purpose	-	-	-	-	-	0.00%
8000 Revenues from Other Agencies	-	-	-	-	-	0.00%
9000 Others Financing Sources	-	-	-	-	-	-
Total Revenues & Other Financing Sources	<u>525,736</u>	<u>788</u>	<u>678,567</u>	<u>-</u>	<u>152,831</u>	<u>129.07%</u>
EXPENDITURES						
Type 30 Equipment	<u>1,465,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,465,000</u>	<u>0.00%</u>
Total Expenditures	<u>1,465,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,465,000</u>	<u>0.00%</u>
Excess Revenues/Other Financing Sources Over (under) Expend & Oth Financing Uses	<u>(939,264)</u>	<u>788</u>	<u>678,567</u>			
Total Ending Fund Balance	<u>\$ 1,452</u>		<u>\$ 1,625,517</u>			
Ending Fund Balance Accounts						
GL 889 Assigned to Special Fund Purposes	1,452	-	1,625,517			
GL 890 UnRsrvd Undsgntd Fnd Bal	<u>-</u>	<u>-</u>	<u>-</u>			
Total Ending Fund Balance	<u>\$ 1,452</u>		<u>\$ 1,625,517</u>			

Auburn School District No. 408
Capital Projects Fund Budget Status
For the Month of July , 2012

	Annual Budget	Actual For Month	Total For Year	Encumbrance	Balance	Percent
TOTAL BEGINNING FUND BALANCE	\$ 23,284,583		\$ 21,021,279			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	12,633,674	17,191	12,552,904		80,770	99.36%
2000 Local Non-Tax	682,991	183,840	1,253,447		(570,456)	183.52%
3000 State, General Purpose	-	-	-		-	0.00%
4000 State, Special Purpose	1,300,000	-	1,300,000		-	100.00%
5000 Federal, General Purpose	-	-	-		-	0.00%
6000 Federal, Special Purpose	-	-	-		-	0.00%
7000 Revenues from Other District	-	-	-		-	0.00%
8000 Revenues from Other Agencies	-	-	-		-	0.00%
9000 Other Financing Sources	-	-	-		-	0.00%
Total Revenues & Other Financing Sources	14,616,665	201,032	15,106,350	-	(489,685)	103.35%
EXPENDITURES						
10 Sites	3,069,394	249,355	807,010	-	2,262,384	26.29%
20 Buildings	14,152,412	317,954	5,046,364	5,298,055	3,807,993	73.09%
30 Equipment	2,397,302	30,286	1,098,340	483,589	815,373	65.99%
40 Energy	4,430,892	8,481	2,736,641	771,180	923,072	79.17%
50 Sales & Lease Expenditures	-	-	-	-	-	0.00%
60 Bond Issuance Expenditures	-	-	-	-	-	0.00%
90 Debt	-	-	-	-	-	0.00%
Total Expenditures	24,050,000	606,076	9,688,355	6,552,823	7,808,822	67.53%
Excess Revenues/Other Financing Sources Over (under) Expend. & Oth Financing Uses	(9,433,335)	(405,045)	5,417,995			
Total Ending Fund Balance	\$ 13,851,248		\$ 26,439,274			
Ending Fund Balance Accounts						
GL861 Restricted from Bond Proceeds			-			
GL 862 Restricted from Levy Proceeds			13,565,071			
GL 865 Restricted from Other Proceeds	13,851,248		-			
GL 889 Assigned to Fund Purpose			12,874,203			
GL 890 UnRsrvd Undsgntd Fnd Bal	-		-			
Total Ending Fund Balance	\$ 13,851,248		\$ 26,439,274			

Auburn School District No. 408
Debt Service Fund Budget Status
For the Month of July, 2012

	Annual Budget	Actual For Month	Total Year	Encumbrance	Balance	Percent
TOTAL BEGINNING FUND BALANCE	\$ 2,248,202		\$ 2,075,963			
REVENUES AND OTHER FINANCING SOURCES						
1000 Local Taxes	7,927,201	13,929	7,922,066		5,135	99.94%
2000 Local Non-Tax	13,637	(443)	11,584		2,053	84.94%
3000 State, General Purpose	-	-	-		-	0.00%
5000 Federal, General Purpose	-	-	-		-	0.00%
6000 Federal, Special Purpose	-	-	-		-	0.00%
9000 Other Financing Sources	-	-	9,997,004		(9,997,004)	0.00%
Total Revenues & Other Financing Sources	7,940,838	13,486	17,930,654		(9,989,816)	225.80%
EXPENDITURES						
Matured Bond Expenditures	4,125,000	-	4,125,000		-	100.00%
Interest on Bonds	4,103,444	-	3,887,024		216,420	94.73%
Interfund Loan Interest	-	-	-		-	0.00%
Bond Transfer Fees	4,500	-	1,512		2,988	33.60%
Arbitrage Rebate	-	-	-		-	0.00%
Underwriter's fees	-	-	60,915		(60,915)	0.00%
Total Expenditures	8,232,944	-	8,074,451	-	158,493	98.07%
Other Financing Uses			9,935,303			
Excess Revenues/Other Financing Sources Over (under) Expend. & Oth Financing Uses	(292,106)	13,486	(79,100)			
Total Ending Fund Balance	\$ 1,956,096		\$ 1,996,863			
Ending Fund Balance Accounts						
GL 810 Reserved For Other Items	-		-			
GL 830 Reserved For Debt Service	-		-			
GL 889 Assigned to Fund Purposes	1,956,096		1,996,863			
GL 890 UnRsrvd Undsgntd Fnd Bal	-		-			
Total Ending Fund Balance	\$ 1,956,096		\$ 1,996,863			

Auburn School District No. 408
ASB Fund Budget Status
For the Month of July, 2012

	Annual Budget	Actual For Month	Total for Year	Encumb	Balance	Percent
TOTAL BEGINNING FUND BALANCE	\$ 948,856		\$ 1,369,623			
REVENUES AND OTHER FINANCING SOURCES						
1000 General Student Body	1,641,205	2,705	660,883		980,322	40.27%
2000 Athletics	202,200	889	177,733		24,467	87.90%
3000 Classes	301,070	164	127,957		173,113	42.50%
4000 Clubs	1,841,598	31,922	1,135,296		706,302	61.65%
6000 Private Moneys	96,660	-	50,767		45,893	52.52%
Total Revenues & Other Financing S	<u>4,082,733</u>	<u>35,680</u>	<u>2,152,637</u>	-	<u>1,930,096</u>	52.73%
EXPENDITURES						
1000 General Student Body	1,231,013	26,164	479,161	6,820	745,033	39.48%
2000 Athletics	338,127	10,971	271,575	2,466	64,085	81.05%
3000 Classes	343,050	5,214	130,029	-	213,021	37.90%
4000 Clubs	2,004,547	82,859	1,168,404	51,738	784,405	60.87%
6000 Private Moneys	109,647	2,371	43,956	-	65,691	40.09%
Total Expenditures	<u>4,026,384</u>	<u>127,580</u>	<u>2,093,126</u>	61,023	<u>1,872,235</u>	53.50%
Excess Revenues/Other Financing Sources						
Over (under) Expend. & Oth Financi	<u>56,349</u>	(91,900)	<u>59,511</u>			
Total Ending Fund Balance	<u>\$ 1,005,205</u>		<u>\$ 1,429,134</u>			
Ending Fund Balance Accounts						
GL 889 Assigned to Fund Purposes	<u>1,005,205</u>		<u>1,429,134</u>			
Total Ending Fund Balance	<u>\$ 1,005,205</u>		<u>\$ 1,429,134</u>			

AUBURN SCHOOL DISTRICT No. 408
ASB FUND
JULY , 2012

HIGH SCHOOLS

	Auburn High	Auburn Mountainview	Auburn Riverside	West Auburn	TOTAL
BEGINNING BALANCE	\$ 249,672.74	\$ 250,867.15	\$ 392,647.53	\$ 13,324.29	\$ 906,511.71
REVENUES	\$ 534,199.13	\$ 568,141.78	\$ 542,459.16	\$ 2,113.17	\$ 1,646,913.24
EXPENDITURES					
General	\$ 44,786.30	\$ 137,934.25	\$ 100,320.34	\$ 1,453.65	\$ 284,494.54
Athletics	102,811.65	50,361.44	82,217.39	-	235,390.48
Classes	27,293.38	33,373.57	14,682.24	-	75,349.19
Clubs	335,923.02	349,341.53	340,829.96	2,244.76	1,028,339.27
Private Monies	12,632.99	4,755.60	12,632.79	384.37	30,405.75
TOTAL EXPENDITURES	\$ 523,447.34	\$ 575,766.39	\$ 550,682.72	\$ 4,082.78	\$ 1,653,979.23
TRANSFERS					
General	\$ 68,668.37	\$ 44,273.69	\$ 43,514.53	\$ 689.77	\$ 157,146.36
Athletics	(19,206.69)	(16,418.23)	(26,862.50)	-	(62,487.42)
Classes	(30.89)	1,900.05	13,359.01	-	15,228.17
Clubs	(49,245.79)	(30,935.49)	(30,011.04)	(689.77)	(110,882.09)
Private Monies	(185.00)	1,179.98	-	-	994.98
TOTAL TRANSFERS	\$ -	\$ -	\$ -	\$ -	\$ (0.00)
OVER/ (UNDER)	\$ 10,751.79	\$ (7,624.61)	\$ (8,223.56)	\$ (1,969.61)	\$ (7,065.99)
ENDING BALANCE	\$ 260,424.53	\$ 243,242.54	\$ 384,423.97	\$ 11,354.68	\$ 899,445.72

AUBURN SCHOOL DISTRICT No. 408
ASB FUND
JULY, 2012

MIDDLE SCHOOLS

	Cascade	Mt. Baker	Rainier	Olympic	TOTAL
BEGINNING BALANCE	\$ 69,123.93	\$ 39,974.63	\$ 73,823.60	\$ 81,937.48	\$ 264,859.64
REVENUES	\$ 66,309.22	\$ 73,339.70	\$ 87,883.14	\$ 69,594.25	\$ 297,126.31
EXPENDITURES					
General	\$ 25,507.16	\$ 10,946.25	\$ 15,081.82	\$ 21,781.07	\$ 73,316.30
Athletics	5,469.73	7,155.96	7,616.61	15,942.56	36,184.86
Classes	4,104.24	3,312.69	1,922.99	941.94	10,281.86
Clubs	22,867.51	36,129.73	56,558.24	18,435.34	133,990.82
Private Monies	2,514.47	3,394.86	635.33	2,060.57	8,605.23
TOTAL EXPENDITURES	\$ 60,463.11	\$ 60,939.49	\$ 81,814.99	\$ 59,161.48	\$ 262,379.07
TRANSFERS					
General	\$ 15,403.73	\$ 16,858.42	\$ 12,100.31	\$ 12,922.00	\$ 57,284.46
Athletics	(7,000.00)	(7,468.38)	(8,517.52)	(9,835.00)	(32,820.90)
Classes	(2,789.00)	(2,791.99)	(2,000.00)	(1,000.00)	(8,580.99)
Clubs	(5,614.73)	(6,598.05)	(1,582.79)	(2,087.00)	(15,882.57)
Private Monies	-				-
TOTAL TRANSFERS	\$ -	\$ -	\$ -	\$ -	\$ (0.00)
OVER/ (UNDER)	\$ 5,846.11	\$ 12,400.21	\$ 6,068.15	\$ 10,432.77	\$ 34,747.24
ENDING BALANCE	\$ 74,970.04	\$ 52,374.84	\$ 79,891.75	\$ 92,370.25	\$ 299,606.88

AUBURN SCHOOL DISTRICT NO. 408
PRIVATE PURPOSE TRUST FUND STATEMENT
JULY 31, 2012

REVENUES:

InvestED \$ 17,469

Scholarship Donations:

6079 AHS Alumni	\$	50
7005 AHS Booster		3,950
6107 AHS Hanan		2,600
6018 AHS Jr Masonic		888
6201 AMHS Booster		8,217
6099 AMHS Cheer		1,525
6066 AMHS Counselor		220
6100 AMHS Drama		3,000
6039 AMHS Masonic		1,591
6202 ARHS Booster		7,500
6065 ARHS Counseling		205
6038 ARHS Masonic		353
7004 ARHS Win Wishes		2,102
6016 Auburn Community Scholarship		12,050
6050 Boeing Employees		675
6084 Bonnie Olson		660
6105 Culinary Arts		1,469
6003 Daan Ansingh		1,000
6076 Hirose Memorial		100
6083 Juan Huseby		4,000
6009 Judy Johnston		500
6078 Kathy Hoefert		500
6103 Linda Cowan		100
7006 Native Am Student		20,000
6007 Pat Kuhlman		1,200
7003 Pioneer Shoe Fund		800
6012 Prof Tech/Classified		2,400
6024 Rotary		37,500
6108 Trimble		1,500
6088 Volney Wolters Memorial		2,012
6075 Wanda Hertlein		150
6089 Watt Memorial		300
		119,117
Total Scholarship Donations		119,117
Interest		2,845
Total Revenues		139,431

EXPENDITURES:

InvestED 16,934

6079 AHS Alumni		1,500
6107 AHS Hanan		2,500
6018 AHS Jr Masonic		1,700
6008 AHS Kovacevich		400
6017 AHS Viscom		300
6027 Alta Shoemaker		1,800
6201 AMHS Booster		7,150
6066 AMHS Counselor		200
6039 AMHS Masonic		1,700
6202 ARHS Booster		8,000
6038 ARHS Masonic		1,100
7004 ARHS Win Wishes		1,407
6016 Auburn Community Scholarship		17,165
6020 Auburn Women		2,000
6084 Bonnie Olson		500
7001 Brillault Book Fund		2,670
6068 Burton/Moberg		1,000
6105 Culinary Arts		2,000
6003 Daan Ansingh		1,100
6006 Dan Benedett		200
6082 Dave Goethals		1,000
6087 Diamond In The Rough		1,000
6086 Don Standley		500
6071 Earl Price		500
6095 F & P Knudtson		650
6076 Hirose Memorial		500
6070 James Fugate		500
6080 Jill Wilson		10,000
6083 Juan Huseby		4,000
6009 Judy Johnston		1,000
6103 Linda Cowan		500
6004 Ludviksen		250
6014 Michael Jackson		500
6002 Mollie Todd		1,000
7006 Native Am Student		4,024
6007 Pat Kuhlman		300
7003 Pioneer Shoe Fund		501
6012 Prof Tech/Classified		2,400
6024 Rotary		35,500
6026 Trapper		3,000
6108 Trimble		1,500
6088 Volney Wolters		150
6025 WAHS Wiley		1,000
6085 Walker Mens		1,000
6075 Wanda Hertlein		500
6089 Watt Memorial		700
		143,801
Total Expenditures		143,801

Excess of Revenue over (under) Expenditure -4,370

Fund Balance - Beginning of the Year 575,926

Fund Balance - Year to Date \$ 571,556

AUBURN SCHOOL DISTRICT NO 408
NBN Employee Benefits Trust Fund Statement
July 31, 2012

ADDITIONS:

Contributions from Plan Members	\$ 142,173.46
Investment Earnings	<u>481.25</u>
Total Additions	<u>142,654.71</u>

DEDUCTIONS:

Benefits Claims	176,820.65
State Program Fees	<u>350.00</u>
Total Deductions	<u>177,170.65</u>

NET DEDUCTIONS

(34,515.94)

Net Assets at Beginning of Year	<u>130,794.11</u>
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Net Assets Year To Date	<u><u>\$ 96,278.17</u></u>
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AUBURN SCHOOL DISTRICT NO. 408
Local Grants Received in July, 2012

Donor	Recipient	Amount
Communités In Schools	Gildo Rey	\$899.83
Communités In Schools	Terminal Park	\$1,164.39
	Total	<u>\$2,064.22</u>

DIRECTORS

1. Approval of Minutes

The minutes of the regular board meeting of Monday, August 13, have been forwarded to the board.

Recommendation: That the minutes be approved.

2. 2012-13 Stated District Goals

Each board member received a draft of the committee's work on the 2012-13 stated district goals. The board will review the final draft of the 2012-13 stated district goals.

Recommendation: That the board adopt the 2012-13 Stated District Goals.

3. Discussion

4. Executive Session

STATED DISTRICT GOALS

2012-13 School Year
Auburn School Board

Standard I

Provide responsible school board governance.

(District Strategic Improvement Plan Goal 4—Resource Management)

Goals

1. Develop and monitor district policies and procedures that support student achievement.
2. Maintain sound budgetary practices in all district operations with a 3 to 5 percent ending fund balance.
3. Generate grant resources as well as local, state, and federal resources to promote student achievement.
4. Continue board professional development and collaboration with the district leadership team.
5. Actively engage local, state and federal officials strategically on issues that impact the Auburn School District.
6. Pass the bond for the Auburn High School Modernization and Reconstruction project.

Measurement

Specific policy review, revision, and adoptions for student achievement will be completed this year. (Goal 1).

Utilize a fiscal data dashboard that ensures budget generation and alignment of resources to support student achievement and compare grant attainment to other like districts (Goals 2 and 3).

Report on participation in board professional development projects and activities including Lighthouse, WSSDA and NSBA (Goal 4).

Report on attendance and participation in local, state, and federal conferences, meetings, workshops, and presentations related to legislative issues. Legislative communications will be measured (Goal 5).

Passage of the Auburn High School Bond (Goal 6).

Standard II

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations and celebrate success.

(District Strategic Improvement Plan Goal 1--Student Achievement)

Goals

1. Develop, review, and approve another three-year strategic improvement plan.
2. Monitor and market the progress for the first year of the Auburn School District Strategic Improvement Plan II.
3. Board will recognize high levels of school achievement.

Measurement

The school board will adopt another three-year plan (Goal 1).

Utilize a matrix and achievement data dashboard to monitor and promote the implementation and progress of the District Strategic Improvement Plan. Continue a marketing product for the District Strategic Improvement Plan (Goal 2).

School achievement success will be reported by the board twice a year (Goal 3).

Standard III

Create conditions district wide for student and staff success.

(District Strategic Improvement Plan Goal 1—Student Achievement)

Goals

1. Schools use Professional Learning Communities to increase student achievement.
2. Increase the use of instructional technology for student achievement.
3. Ensure that staff development is aligned with student achievement plan at school and district level.
4. Recruit highly qualified candidates that represent student demographics.
5. Monitor results of employee surveys for improvement in working environments as they impact student learning.
6. Provide and maintain adequate physical facilities consistent with educational needs.
7. Continue the distribution of leadership to the instructional core through the expansion of the Auburn Teacher Leadership Academy (ATLA) with continued development of ATLA cohorts.

Measurement

Scheduled school reports to the board and school board visitations will include elements such as extended learning models, staff development alignment to student achievement plan, Professional Learning Communities, and alignment with District Strategic Improvement Plan (Goals 1, 3).

Provide the board with interactive student learning technology presentation representing multiple elementary, middle, and high school classrooms (Goal 2.)

Utilize a human resources dashboard for recruitment updates and progress (Goal 4).

Provide results of employee climate survey, CEE Staff Perceptual Data, and Lighthouse Staff Conditions and Beliefs (Goal 5).

Use a matrix to monitor, report, and review state of facilities in the Auburn School District (Goal 6).

Board will receive reports on ATLA cohort progress (Goal 7).

Standard IV

Hold school district accountable for meeting student learning expectations.

(District Strategic Improvement Plan Goal 1—Student Achievement)

(District Strategic Improvement Plan Goal 2--Drop-out rate, on-time graduation and extended graduation rates.)

Goals

1. Develop and implement common core standards.
2. Continue to implement standards-based curriculum, instruction, and assessment review cycles including common, formative assessments and power standards.
3. Monitor student achievement for standards on a regular basis utilizing achievement dashboards with the goal of an overall 10% decrease in at-risk performance and an overall 10% increase in on-target performance at every level in reading and math.
4. Monitor progress of middle school math performance, expecting 5% growth progress at each grade level.
5. Increase student participation in honors, advanced placement, and advanced CTE programs.
6. High schools will increase credit attainment at 9th grade 10%.
7. Decrease drop-out rate, increase on-time graduation and extended graduation.
8. Create conditions for the successful implementation of the state required teacher/principal evaluation system.

Measurement

Board will receive regular updates on common core development and approval of curriculum, instruction, and assessment aligned to district power standards (Goals 1, 2).

Utilize an academic achievement data dashboard (Goals 3, 4, 5, 6, 7).

Regular updates on district progress on implementation of the new evaluation system (Goal 8)

Standard V

Engage the local community and represent the values and expectations they hold for their schools.

(District Strategic Improvement Plan Goal 3--Parent, community, guardian partnerships)

Goals

1. Continue partnerships with parents and local providers for school readiness.
2. Ensure that staff are trained in cultural awareness, responsiveness, appreciation, and parent engagement.
3. The district and schools communicate academic expectations, student progress, and support for student learning to maximize family involvement in student academics.
4. Continue to increase the use of the district website community, staff, and parent involvement for improved student achievement.
5. Provide technology services that assist staff in communication with parents and community and student achievement.
6. Continue the partnership with the Auburn Public School Foundation to support student achievement in the district.
7. Board considers implementation of community outreach subcommittee for coordinated communication.

Measurement

Utilize a parent involvement matrix that reports partnerships for school readiness, parent volunteers, parent participation on district committees, diversity participation, and diversity organization communication (Goals 1, 3).

Regular school and district reports will be given to the board on the progress of cultural competence training (Goal 2).

Use a technology communication services matrix dashboard for regular reports on website, student achievement, parent involvement, and staff communication with parents (Goals 4 and 5).

Regular updates on the status of the partnership with the Auburn Public School Foundation will be provided (Goal 6).

Consider the establishment of a subcommittee to develop and implement community outreach by the school board (Goal 7).