WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Kris Wyatt - President
Brian Haley - Vice President
Damian Armitage - Clerk
Paul Long - Member
Paul Carras - Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operation
Ryan Davis, Assistant Superintendent of Personnel Services

	STUDENT ENROLLMENT		
School	2012/13 CEBEDS	12/2/2013	1/6/2014
Sheridan Elementary (K-5)	84	79	81
First Street Elementary (K-5)	465	498	491
Carlin C. Coppin Elementary (K-5)	412	396	399
Creekside Oaks Elementary (K-5)	559	630	641
Twelve Bridges Elementary (K-5)	717	677	682
Foskett Ranch Elementary (K-5)	552	535	538
Lincoln Crossing Elementary (K-5)	684	693	691
Glen Edwards Middle School (6-8)	686	727	730
Twelve Bridges Middle School (6-8)	853	821	817
Lincoln High School (9-12)	1,516	1,575	1,562
Phoenix High School (10-12)	65	66	65
TOTAL	**6593**	**6697**	**6697**

Parent Participation Program

First Street	18	A.M. /8 P.M.
Sheridan	20	P.M.
Carlin Coppin	8	P.M.
Twelve B. E.	18	A.M.

Parent Education 101

State Preschool

First & L Street	23	A.M. /20 P.M.
Carlin Coppin	21	A.M.
Sheridan	16	A.M.

Pre-K/Special Ed

Foskett	16
FSS PPPIP	55

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
January 21, 2013, 7:00 P.M.
Lincoln High School – Performing Arts Theater
790 J Street, Lincoln, CA 95648

AGENDA

2013-2014 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

6:00 P.M. START

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

6:05 P.M.

2. **CLOSED SESSION** – Lincoln High School – Library

2.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

2.2 PERSONNEL
a. Public Employee Employment/Discipline/Dismissal/Release – CE 13/14.1
b. Public Employee Performance Evaluation – Superintendent

2.3 CONFERENCE WITH LEGAL COUNSEL–ANTICIPATED LITIGATION
- 1 Potential Case

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**– Lincoln High School
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

3.2 PERSONNEL
a. Public Employee Employment/Discipline/Dismissal/Release – CE 13/14.1
b. Public Employee Performance Evaluation – Superintendent

3.3 CONFERENCE WITH LEGAL COUNSEL–ANTICIPATED LITIGATION

- 1 Potential Case

4. SPECIAL ORDER OF BUSINESS

School Being Featured: Lincoln High School

5. CONSENT AGENDA

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

5.1 Approval of Meeting Minutes for:
- December 3, & 17th, 2013 Board of Trustee Meetings

5.2 Approval of Warrants
5.3 Classified Personnel Report
5.4 Certificated Personnel Report
5.5 Report of Disclosure Requirements for Quarterly Reports of Investments.
5.6 Williams Uniform Quarterly complaint Report.
5.7 Agreement for Lincoln High School and Eastbay Team Services for Purchasing of all athletic apparel and footwear July 1, 2014 - June 30, 2015.
5.8 Student Discipline Stipulated Expulsion Students # 13/14 – G, H, I & J.
5.9 Western Placer Schools Conservation Bank
5.10 Approve Comprehensive Safe School Plans.
Roll call vote:

6. COMMUNICATION FROM THE PUBLIC

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

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jillian Loya
7.2 Western Placer Teacher's Association – Tara McCroskey
7.3 Western Placer Classified Employee Association – Mike Kimbrough
7.4 Superintendent – Scott Leaman

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

8.1 Information **GOVERNOR'S STATE BUDGET PROPOSALS 2014-15 – Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

•The Governor's January Budget was released early on January 9, 2014. Staff attended the School Services of California Governor's Budget Workshop on January 17, 2014. For K-12 schools, the Governor is proposing:

- Fund $2.2 billion to eliminate all cash deferrals to K-12 schools
- Fund $4.5 billion of additional funding allocated through the LCFF, an average increase of 10.9% or $755 per pupil with an average base grant equivalent to $7,829 per ADA, including class size reduction and career technical education adjustments.
- Fund $33.3 million to support a 0.86% cost-of-living adjustment for the remaining categorical programs outside of the LCFF formula
- Proposals to increase instructional flexibility in the use of non-classroom based independent study
- $46.5 million in Prop. 98 funds to implement a revised student assessment system aligned to the new state standards

An update will be provided to the Board at the meeting.

8.2 Information **HORIZON CHARTER SCHOOL'S 2012-13 ANNUAL FINANCIAL STATEMENTS AND AUDIT REPORT– Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

•Western Placer Unified School District, as the sponsoring authority form Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review. Crowe Horwath LLP., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2013.

8.3 Discussion/ Action **SUNSHINE PROPOSALS FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCIATION – Davis** *(13-14 G & O Component I, II, III, IV, V)*

•Pursuant to Government Code section 3547, all contract proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The Western Placer Unified School District and the Western Placer Teachers Association are both proposing opening Articles for negotiations for successor Collective Bargaining Agreement as the current Agreements ends on June 30, 2014.

8.4 Discussion/ Action **ADOPT REVISED DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS – Davis** *(13-14 G & O Component I, II, III, IV, V)*

•Each year the District must declare if there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. Said Declaration was adopted by the Board on August 6, 2013 and must now be revised. The declaration shall remain in force until June 30, 2014 and shall be revised if the need changes during the school year.

8.5 Information **CONTRACTOR PRE-QUALIFICATION REQUIREMENT – Steer** *(13-14 G & O Component I, II, III, IV, V)*

- Beginning January 1, 2014, there is a new amendment to the public contracting code. The Governor signed Assembly Bill (AB) 1565, adding Section 20111.6 to the Public Contract Code which requires some school districts to prequalify contractors prior to bidding public contracts.

8.6 Information **FACILITIES DEPARTMENTAL UPDATE WINTER BREAK PROJECTS 2013/2014 – Steer** *(13-14 G & O Component I, II, III, IV, V)*

- This item is a Board of Trustees informational update on current Facilities projects and work that has taken place during the Winter Break, as well as upcoming projects and pending legislation that will affect our District.

8.7 Action **APPROVAL OF REVISED FUTURE SCHOOL CAPACITIES – Steer** *(13-14 G & O Component I, II, III, IV, V)*

- In previous projects and master planning activities in Western Placer, the average capacities for schools were low for all grade levels. In 2008 with an interim master plan prepared by Ron Feist, it was suggested that we would need to increase the size of future schools in order to run effective programs and build responsibly. The interim plan and Dr. Feist's suggestions were Board approved that same year. In making this move, the District was able to reduce the size of the future building plan in almost half; both in number of schools and cost for the program.

8.8 Action **APPROVAL OF DEVELOPER FEE REPORT FOR THE 2012-2013 FISCAL YEAR – Steer** *(13-14 G & O Component I, II, III, IV, V)*

- Government Code Section 66006 requires any District collecting developer fees (Sterling Fees) to annually report the activity in the Capital Facilities Fund, which is commonly referred to as the Developer Fee Report.

8.9 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(13-14 G & O Component I, II, III, IV, V)*

- The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.
    - BP/AR 3350 Travel Expenses

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **January 22, 2014** 6:00 P.M., Business Dinner/Special Meeting - Buonarroti's
- **February 4, 2014** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School Theater
- **February 18, 2014** 7:00 P.M., Regular Meeting of the Board of Trustee – Phoenix High School

11. ADJOURNMENT

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

DISCLOSURE

OF ACTION

TAKEN IN

CLOSED SESSION,

IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Library**
Date: **Tuesday, January 21, 2014**
Time: **6:05 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. **CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION**

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. **CONFERENCE WITH LABOR NEGOTIATOR**

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

1. LICENSE/PERMIT DETERMINATION
   a. Specify the number of license or permit applications.
2. SECURITY MATTERS
   a. Specify law enforcement agency
   b. Title of Officer,
3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
   a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

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

4. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION

a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.

b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.

5. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION

a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.

b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.

6. LIABILITY CLAIMS

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

b. Agency claims against.

7. THREATS TO PUBLIC SERVICES OR FACILITIES

a. Consultation with: specify name of law enforcement agency and title of officer.

8. PERSONNEL:

A. PUBLIC EMPLOYEE APPOINTMENT
   a. Identify title or position to be filled.

B. PUBLIC EMPLOYEE EMPLOYMENT
   a. Identify title or position to be filled.

C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   a. Identify position of any employee under review.

D. PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE
   a. It is not necessary to give any additional information on the agenda.

E. COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION
   a. No information needed

9. CONFERENCE WITH LABOR NEGOTIATOR

a. Name any employee organization with whom negotiations to be discussed are being conducted.

b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.

c. Identify by name the agency's negotiator

10. STUDENTS:

A. STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918

B. STUDENT PRIVATE PLACEMENT
   a. Pursuant to Board Policy 6159.2

C. INTERDISTRICT ATTENDANCE APPEAL
   a. Education Code 35146 and 48918

D. STUDENT ASSESSMENT INSTRUMENTS
   a. Reviewing instrument approved or adopted for statewide testing program.

E. STUDENT RETENTION/ APPEAL
   a. Pursuant to Board Policy 5123

F DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION
   a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Ryan Davis, Assistant Superintendent of Personnel Services Audrey Kilpatrick, Assistant Superintendent Business and Operations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Assistant Superintendent
of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Public Employee Employment/ Discipline/ Dismissal/Release
- CE 13/14.1

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Assistant Superintendent of
Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General/Categorical

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Board of Trustees will disclose any action taken in closed session in regard to Employee # CE 13/14.1 Employment/ Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CE 13/14.1 Employment/Discipline/Dismissal/Release.

3.2 a.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Conference with Legal Counsel - Anticipated Litigation
- 1 Potential Case

AGENDA ITEM AREA:
Closed Session Disclosure

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
N/A

REQUESTED BY:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL VOTE REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

SPECIAL

ORDER

OF

BUSINESS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Featured School:
Lincoln High School

AGENDA ITEM AREA:
Special Order of Business

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL VOTE:
No

BACKGROUND:

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

- Pupils
- Programs
- Parents

RECOMMENDATION:

Administration recommends the Board of Trustees enjoy the presentation.

wp/rk/PPPfactform

LINCOLN HIGH SCHOOL

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

Lincoln High School

School Board Presentation

January 21, 2014

Welcome to Lincoln High School. We will be presenting the following items to the school board:

- CATES - 15 minutes (Cassandra Walker, Barret Hess & Mike Trueblood)
- WASC - 5 minutes (David Hill & Mark Freestone)

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Minutes:
- December 3, 2013 Regular Meeting
- December 17, 2013 Organizational Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:

- December 3, 2013 Regular Board of Trustee Meeting
- December 17, 2013 Annual Organizational Meeting of the Board of Trustees

RECOMMENDATION:

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

wp/rk/factform

Western Placer Unified School District
Regular Meeting of the Board of Trustees
December 3, 2013, 7:00 P.M.
Lincoln High School – Library
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: **Component I:** Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

Board Members Present:
Brian Haley, Vice President
Damian Armitage, Clerk
Paul Carras, Member

Board Members Absent:
Kris Wyatt, President
Paul Long, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Facilities
Rosemary Knutson, Secretary to the Superintendent
Heather Steer, Facilities Coordinator
Carol Percy, Lincoln News Messenger

6:25 P.M. START

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

6:30 P.M.

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

   2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations
   Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

   2.2 **PERSONNEL**
   PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

7:00 P.M.

3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE–Lincoln High School Library

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

3.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

No action taken

4. CONSENT AGENDA

4.1 Approval of Meeting Minutes for:
- November 5, & 19th, 2013 Regular Board of Trustee Meeting

4.2 Approval of Warrants
4.3 Classified Personnel Report
4.4 Certificated Personnel Report
4.5 Student Discipline Stipulated Expulsion, #13/14 – F.
4.6 Ratification of Agreement with GC Consulting for Inspector of Record Services.
4.7 Ratification of Agreement for Services with Rainforth Grau Architects for Master Plan Update.
4.8 Approve Single Plans for Student Achievement.
4.9 Re-approval State Preschool Contract which includes Resolution No. 13/14.14.
4.10 Approval of WPUSD Representative to the Community Advisory Committee.

Motion by Mr. Carras, seconded by Mr. Armitage, and passed by a 3-0 roll call vote to approve consent agenda as presented. Roll call vote: Armitage, Carras, Haley

5. COMMUNICATION FROM THE PUBLIC

There was no communication from the public

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory, Jillian Loya was not present
6.2 Western Placer Teacher's Association, Tara McCroskey was not present
6.3 Western Placer Classified Employee Association, Mike Kimbrough had no report
6.4 Superintendent – Scott Leaman – no report

7. **PUBLIC HEARING**

Public Hearing Regarding the Change of Middle School Attendance for Carlin C. Coppin Elementary Attendance Area

Due to enrollment growth projection, and vast reduction in student capacity at Twelve Bridges Middle School (TBMS), staff has worked over the past year to formulate a plan to implement the change of middle school attendance for the Carlin C. Coppin Elementary (CCC) attendance area. Currently students of this elementary school are included in the TBMS attendance boundary. The proposed change would bring CCC back into the Glen Edwards Middle School (GEMS) attendance boundary, as it originally was.

Mr. Haley opened the public hearing on middle school boundaries. The Public hearing was closed with no questions from the public

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action **CARLIN C. COPPIN MIDDLE SCHOOL ATTENDANCE BOUNDARY CHANGE – Leaman/Kilpatrick/Steer** *(13-14 G & O Component I, II, III, IV, V)*

• Due to enrollment growth projections, and vast reduction in student capacity at Twelve Bridges Middle School, staff has worked over the past year to formulate a plan to implement the change of middle school attendance for the Carlin C. Coppin Elementary attendance area.

Currently students that attend Carlin C. Coppin are included in the Twelve Bridges Middle School attendance boundary. The proposed change would bring that elementary school back into the Glen Edwards Middle School attendance boundary.

Heather Steer reported the changes that will take effect on the new attendance boundary change approval. Guest rider program is only from CCC to GEMS. Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 3-0 vote to approve the Carlin C. Coppin Middle School attendance boundary changes.

8.2 Action **APPROVAL OF PROPOSAL FOR ASPHALT AT CARLINC C. COPPIN ELEMENTARY SCHOOL FRONT ENTRY WALKWAY FROM BRCO CONSTRUCTORS, INC – Kilpatrick/Steer** *(13-14 G & O Component I, II, III, IV, V)*

•In the past six months, it has come repeatedly to Staff's attention that the asphalt in the entry walk area at Carlin C. Coppin is eroding to a point of becoming unsafe. There are an abundance of cracks and chunks of disintegrated asphalt that many are concerned could be a hazard.

Heather Steer reported on the condition of the front entry walkway area of Carlin C. Coppin. She reported proposals were received for needed repairs. Motion by Mr. Carras, seconded by Mr. Armitage and passed by a 3-0 vote to approve the Brco Constractors proposal for the repairs to Carlin Coppin front entry walkway.

8.3 Action **ADOPTION OF RESOLUTION NO. 13/14.13 FOR ACCEPTANCE OF GRANT DEED FROM CITY OF LINCOLN FOR PROPERTY – Kilpatrick/Steer** *(13-14 G & O Component I, II, III, IV, V)*

•The City of Lincoln has begun the process of preparing the old waste water treatment plant to sale to future home builders/developers. During this exercise, it came to light that neither the City of Lincoln, nor the Western Placer Unified School District, could find the original deed to the property located at the corner of Nicholas and Waverly Lane that WPUSD utilizes as the Maintenance and Transportation Yard. This property is noted as being a portion of APN 021-262-007-000.

Heather Steer reported on the property next to the maintenance yard. This is to transfer out of the City's name, with no financial implications with the city. The grand deed for the said property needs to be transferred into Western Placer Unified School Districts name. Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 3-0 roll call vote to approve Resolution 13/14.13 accepting the grant deed from the City of Lincoln for the portion of the property of APN 021-262-007-000, next to the Maintenance/Transportation Yard. Roll Call Vote: Carras, Armitage, Haley

8.4 Action **APPROVAL OF LEASE-LEASE BACK CONTRACT WITH BRCO CONSTRUCTORS, INC. FOR REMODEL OF GLEN EDWARDS MIDDLE SCHOOL ADMINISTRATION – Kilpatrick/Steer** *(13-14 G & O Component I, II, III, IV, V)*

•As the Board is aware, staff has been making steady improvement to the Glen Edwards Middle School Campus. The next step in improving not only the look of the campus, but pride in the facility for those who work and learn within it, is to remodel some of the front office area. The goal is to restore a better flow to the office, provide the principal a more private office area, improve lighting and finishes.

Heather Steer reported on the partial remodel of the GEMS front office. The Lease-Lease contract has been reviewed by district legal attorneys. The improvements would be to put in a wall between the site principal and his secretary for confidentially, along with other improvements within the front office. The district will lease the building to the Broc constructors, Inc. during the remodel, and it will be turned back over to the district after the remodel is completed. Motion by Mr. Carras, seconded by Mr. Armitage and passed by a 3-0 vote to approve the Lease-Lease back contract with Broc Contractors, Inc for the remodel of Glen Edwards Middle School.

8.5 Action **ESTABLISH ANNUAL ORGANIZATIONAL MEETING - Leaman** *(12-13 G & O Component I, II, III, IV, V)*

•Education Code requires district to schedule an annual organizational meeting in December for selecting board officers. Placer County Office of Education request we take board action to submit our Annual Organization Meeting date to PCOE by November 27, 2013.

Mr. Leaman reported that the reorganation meeting will be held on Tuesday, December 17th.

Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 3-0 vote to establish the reorganation meeting on Tuesday, December 17th.

8.6 Discussion/ Information **PROPOSALS FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCATION - Davis** *(12-13 G & O Component I, II, III, IV, V)*

•Pursuant to Government Code section 3547, all contract proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The Western Placer Unified School District and the Western Placer Teachers Association are both proposing opening Articles for negotiations for a successor Collective Bargaining Agreement as the current Agreement ends on June 30, 2014. Both proposals are presented in this agenda item (see attached) in order to allow the members of the public to become informed and have an opportunity to express themselves regarding the proposals. There is no action required regarding this item at this meeting and this item will return at a future meeting for the Board to act on the District's proposal.

Mr. Leaman presented the proposal for review. He informed the Board of Trustees the Teachers are submitted the "Sunshining" proposal, which is a standard process to allow the WPTA to negotiate the contract. This item will be brought back for action.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Armitage had no report
Mr. Carras is looking forward to December 17th
Mr. Haley had no report

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**December 17, 2013** 7:00 P.M., Annual Organizational Meeting of the Board of Trustee – Lincoln High School

11. ADJOURNMENT

There being no further business the meeting was adjourned at 7:28 p.m.

Kris Wyatt, President

Damian Armitage, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

Western Placer Unified School District
Annual Organizational Meeting of the Board of Trustees
December 17, 2013, 7:00 P.M.
Lincoln High School – Performing Arts Theater
790 J Street, Lincoln, CA 95648

MINUTES

2013-2014 Goals & Objectives (G & 0) for the Management Team: **Component I:** Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

Board Members Present:
Brian Haley, Vice President
Damian Armitage, Clerk
Paul Carras, Member

Board Members Absent:
Kris Wyatt, President
Paul Long, Member

Others Present:
Scott Leaman, Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Facilities
Rosemary Knutson, Secretary to the Superintendent
Heather Steer, Facilities Coordinator
Carol Percy, Lincoln News Messenger

6:20 P.M. START

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

6:25 P.M.

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

2.1 **CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

2.2 **LIABILITY**
Consider Claim, (Michael Jensen) Pursuant to Government Codes 910 & 910.2

2.3 **PERSONNEL**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

7:00 P.M.

3. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE– Lincoln High School

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

3.1 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action was taken

3.2 LIABILITY

Consider Claim, (Michael Jensen) Pursuant to Government Codes 910 & 910.2

Mr. Armitage reported the Board of Trustees to action to reject the claim from Michel Jensen.

3.3 PERSONNEL

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Public Employee Discipline/Dismissal/Release – CL 13/14.3

No action was taken

4. REORGANIZATION OF THE BOARD OF TRUSTEES

As per Board Bylaw 9100 the Board shall hold an annual organization meeting within the time limits prescribed by law (Education Code 35143). At this meeting the Board shall:

4.1 Elect a President, Vice President, and Clerk from its Members

~As per Education code 35143 and Board Bylaw 9100 the Board of Trustees shall hold an annual organizational meeting to elect a President, Vice President and Clerk from its members.

Mr. Leaman presided over the board meeting to elect new Officers for 2014.
President - Motion by Mr. Long, seconded by Mr. Haley, and passed by a 4-0 vote to elect Mrs. Wyatt for President.
Vice President - Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 4-0 vote to elect Mr. Haley for Vice President.
Clerk – Motion by Mr. Haley, seconded by Mr. Long, and passed by a 4-0 vote to elect Damian Armitage as clerk

4.2 Appoint a Secretary to the Board

~According to Board Bylaw 9122, the Superintendent shall act as Secretary of the Governing Board.
Motion by Mr. Long, seconded by Mr. Haley, and passed by a 4-0 vote to appoint Scott Leman as Secretary to the Board.

5.1.8

4.3 Authorization of Signatures

~As per Board Bylaw 9100, the board of Trustees will authorize district officials as those who are authorized to sign district documents.

Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 4-0 vote to approve the authorized signature list.

4.4 Develop a Schedule of Regular Meetings for the Year

~The Board of Trustees must annually develop a schedule of regular meetings for the upcoming year.

Mr. Leaman requested approval of the 2014 meeting schedule. He requested the January 7th meeting be cancelled due to the holiday schedule. Motion by Mr. Haley, seconded by Mr. Armitage, and passed by a 4-0 vote to approve the amended 2014 meeting schedule.

4.5 Appoint Committee Assignments

~The Board of Trustees will discuss committee assignments.

Education Foundation – Brian Haley, Damian Armitage
Farm Foundation – Paul Long, Kris Wyatt
Wellness Committee – Kris Wyatt
Board Policy – Paul Carras
School Committee – Paul Carras

Motion by Mr. Armitage, seconded by Mr. Haley, and passed by a 4-0 vote to approve the appointed committee assignments.

5. CONSENT AGENDA

5.1 Classified Personnel Report
5.2 Agreement for School Project for Utility Rate Reductions (SPURR) and WPUSD for natural Gas Services – July 1, 2014-June 30, 2019

Ryan Davis reported the correction on the Classified Personnel report, should read 7.5 hours per day. Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 4-0 vote to approve consent agenda with the correction to the classified personnel report. Roll call vote: Haley, Long, Armitage, Wyatt

6. COMMUNICATION FROM THE PUBLIC

There was no communication from the public

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory, Jillian Loya was not present
7.2 Western Placer Teacher's Association, Tara McCroskey – Tara read the following: "I've had a thought on my mind that I wanted to share with the Board tonight. I wanted to start by saying I appreciate the conservative financial stance

that both our Board and our District have taken concerning our Budget. I recognize the financial realities we face as we adjust to a new funding model, continue to pay our debts, and ultimately prepare for new growth. And all this with an eye to providing the high level education our students expect and deserve. I appreciate the wise and proactive choices made in the process.

I became president of our teacher association six months ago and I believe I started with the hope and optimism characteristic of a newbie. It's intriguing to me how when realities hit hard optimism can fade quickly. And there seems to be no harder reality than money. I find myself in those moments hearing the voice of fear much more loudly than the voice of hope. I have learned though that making decisions from a place of fear rarely leads us to the path we want to be on, so I turn towards hope.

We've weathered much in the past few years and we are emerging, slowly, but I see the sun ahead. I plan to keep the ground we have all fought to maintain through the budget cuts of the last years and I look forward to working towards the restoration of the cuts we just couldn't keep at bay. Tonight, I hear hope in our First Interim and I hope you do, too."

7.3 Western Placer Classified Employee Association, Mike Kimbrough had no report

7.4 Superintendent – Scott Leaman reported the following:

- Cancelling the Board of Trustee meeting schedule on January 7th.
- PCOE will have a Financial Speaker for Board Members
- Holiday Office Hours and Closure times will be posted on website, and a recorded phone message will be set.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action **KINDERGARTEN EARLY ENTRY AR 5111 – Boyle** *(13-14 G&O Component I, II, III, IV, V)*

•In 2012/13, WPUSD launched our Transitional Kindergarten (TK) program with one classroom at Twelve Bridges Elementary School (TBES), serving all eligible District students. This year as the age of eligibility for TK expanded, we have added two additional TK classrooms – one at each of the Creekside Oaks and Carlin C. Coppin Elementary Schools. In 2014/15, the last year of the legislated TK expansion, we expect to add up to two additional classrooms at locations to be determined. The TK program has been extremely successful and now serves 62 students from across the District on three campuses.

Mary Boyle reported on TK update. 2014-15 dates will change. Midyear changes will expand to the amount of students that will be entering into TK. We have students turning 5 that will be entering TK from preschool. Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 4-0 vote to approve the revised Administrative Regulation 5111 and attached Transitional Kindergarten, Kindergarten, First Grade Matriculation & Mid-Year Enrollment Protocols.

5.1.10

8.2 Action **MATHEMATICS GRADUATION REQUIREMENTS – Boyle** *(13-14 G & O Component I, II, III, IV, V)*

•California Educational Code 51225.3 requires a minimum of two courses in mathematics for high school graduation in grades 9-12. Ed Code 51224.5 stipulates that one of those courses must be Algebra I, and that if Algebra I is completed in middle school (prior to grade 9), a student must still complete two years of mathematics in grades 9-12.

Mary Boyle reported on the revised policy regarding graduation requirements on Algebra I. Motion by Mr. Haley, seconded by Mr. Long, and passed by a 4-0 vote to approve Mathematics graduation requirements.

8.3 Discussion **RECEIPT OF THE 2012-13 AUDITED FINANCIAL STATEMENTS – Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

•The 2012-13 Unaudited Actuals were presented to the Board of Trustee in September. The firm of Crowe Horwath, LLp, has performed the required independent annual audit and submitted our audit report to the State Controller's Office by December 15 as required by law. The auditors will be present at the Board meeting to present highlights of the Audited Financial Statements.

Matt with Crowe Horwath firm presented the 2012-13 audited financials to the Board of Trustees. He shared any concerns would be reported to the board immediately, and no adjustments were required.

8.4 Action **2013-14 FIRST INTERIM REPORT– Kilpatrick** *(13-14 G & O Component I, II, III, IV, V)*

•The district's Board of Trustees shall certify in writing whether or not the district is able to meet its financial obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as positive, qualified, or negative, pursuant to standards and criteria adopted by the State Board of Education (EC §33127).

Audrey Kilpatrick presented a power point presentation on the first interim, which included:

- State Economic Conditions
- School Funding before and now
- New Revenue Funding Formula – LCFF
- Old System (Revenue Limit/Categoricals) vs. New System (LCFF)
- Differentiated Funding within LCFF
- Before LCFF: Rule Based and Compliance Driven
- Now: Goal Directed and Outcome Based
- Maintenance of Effort
- 'COLE' and the LCFF Growth to Target Model
- LCFF and Western Placer Unified 2013/14
- First Interim
- First Interim Update – 2013-14 Budget
- 2013-14 Budget – First Interim
- Adopted Budget vs. First Interim

5.1.11

- Major Revenue Changes to Budgeted Deficit since Adopted Budget
- Major Expenditure Changes to Budgeted Deficit since adopted Budget
- Major Expenditure Changes to Budgeted Deficit since Adopted Budget
- Contributions to Restricted Programs
- Multiple – Projections:
  - 2013/14 – First Interim
  - 2014/15 – Projected
  - 2015/16 – Projected
- MYP – Budget Assumptions – Revenues
- MYP – Budget Assumptions – Expenditures
- Enrollment Trends
- Multiple Year Projections
- Components of Fund Balance
- Next Steps
  - Governor's 2014-15 State Budget Proposal – SSC Workshop – January 2014
  - Presentation of Information from District Budget Committee for 2014-15 Budget/LCFF/LCAP – January & February 2014

After some discussion, Audrey Kilpatrick recommended the board approve First Interim Report. Motion Mr. Haley, seconded by Mr. Long, and passed by a 4-0 vote to approve the First Interim Report.

8.5 Action **APPROVAL OF PROPOSAL FOR VINYL FLOORING REPLACEMENT AT SHERIDAN ELEMENTARY SCHOOL RESTROOM WITH JIMMY JR'S FLOOR COVERING** – **Steer** *(13-14 G & O Component I, II, III, IV, V)*

•On a requested Facilities site review with the Principal of Sheridan Elementary, staff was made aware of floor covering in a portable girl's restroom that was beyond disrepair. It was determined by staff and Management that the flooring should be replaced as soon as possible.

Heather Steer reported on the condition of the restroom floor and the reason for the repairs. Motion Mr. Armitage, seconded by Mr. Long, and passed by a 4-0 vote to approve the proposal for vinyl flooring replacement at Sheridan Elementary School Restroom.

8.6 Discussion/ Information **SUNSHINE PROPOSALS FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCIATION** – **Davis** *(13-14 G & O Component I, II, III, IV, V)*

•Pursuant to Government Code section 3547, all contract proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The Western Placer Unified School District and the Western Placer Teachers Association are both proposing opening Articles for negotiations for successor Collective Bargaining Agreement as the current Agreements ends on June 30, 2014.

5.1.12

Ryan Davis presented the "sunshine" proposal. This will be brought back for approval at the next board meeting.

8.7Action **DISTRICT VOTING REPRESENTATIVE - Leaman** *(13-14 G & O Component V, IV)*

•Placer County Office of Education requires a voting representative from each district to vote on the Placer County Committee. The district Board of Trustees is required to select one voting representative from the current Board of Trustees.

Motion by Mr. Long, seconded on Mr. Haley, and passed by a 4-0 vote to nominate Paul Carras as the district voting representative for the Placer county Committee.

8.8 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(13-14 G & O Component I, II, III, IV, V)*

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

- BP/AR 0420.4 Charter School Authorization
- BP/E 0420.41 Charter School Oversight
- BP 0420.42 Charter School Renewal
- BP 0420.43 Charter School Revocation
- BP/AR 0460 Local Control and Accountability Plan
- BP 0500 accountability
- BP/AR 3100 Budget
- BP 3110 Transfer of Funds

Motion by Mr. Armitage, seconded by Mr. Haley, and passed by a 4-0 vote to approve the new and revised policies/regulations/exhibits presented.

8.9 Action **COMPREHENSIVE SAFE SCHOOL PLANS – Boyle** *(13-14 G & O Component I, II, III, IV, V)*

•School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as well as scheduling regular safety drills to practice responses to potential fire, lock-down and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at our sites.

Mary Boyle reported on the site plans presented from the school sites. Motion Mr. Armitage, seconded by Mr. Long, and passed by a 4-0 vote to approve the School Safety plans presented.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here

5.1.13

for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley is looking forward to having dinner with the City, and working together.

Mr. Long seconded everything Brian said. He shared his grandson (Christian Long) was selected for the Optimist All Star game from Lincoln High School.

Mr. Armitage is looking forward to going to the band performance on Thursday at TBMS.

Mrs. Wyatt attended the Christmas Story presentation at LHS on Saturday, it was unbelievable. Would like to see more site presentations sent to board members, and wished everyone a Merry Christmas.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- ~~**January 7, 2013 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School Theater** CANCELLED~~
- **January 21, 2013** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School Theater

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8:35 p.m.

Kris Wyatt, President

Damian Armitage, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:
Ayes:
Noes:
Absent:

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

5.1.14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the December 3, 2013 board meeting.

RECOMMENDATION:

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

wp/rk/factsheetwarrants

Checks Dated 01/10/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85349806	01/10/2014	CITY OF LINCOLN / PG&E REIMB	01-5510		1,761.97
85349807	01/10/2014	PACIFIC GAS & ELECTRIC CO	01-5510		7,152.15
85349808	01/10/2014	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85349809	01/10/2014	VERIZON WIRELESS	01-5560	1,121.50	
			11-5560	27.37	
			12-5560	27.37	
			13-5560	257.46	
			21-5560	51.75	1,485.45
85349810	01/10/2014	WAVE DIVISION HOLDINGS	01-5560		7,523.38
85349811	01/10/2014	Lauren M. Quinn	01-4300	142.41	
			01-5200	93.23	235.64
85349812	01/10/2014	"DANIELSEN COMPANY, THE"	13-4380	184.45	
			13-4710	2,758.21	2,942.66
85349813	01/10/2014	CROWN DISTRIBUTING INC.	13-4380		876.32
85349814	01/10/2014	ED JONES FOOD SERVICE	13-4710		9,830.34
85349815	01/10/2014	OLD TOWN PIZZA	01-4300		291.40
85349816	01/10/2014	PIZZA GUYS	13-4710		1,377.21
85349817	01/10/2014	PROPACIFIC FRESH	13-4710		317.40
85349818	01/10/2014	RAY MORGAN CO. / CHICO	13-4300		136.00
85349819	01/10/2014	SARA LEE	13-4710		299.45
85349820	01/10/2014	STAFFORD MEAT COMPANY	13-4710		384.00
85349821	01/10/2014	STATE BOARD OF EQUALIZATION	01-4300		69.38
85349822	01/10/2014	SYSCO SACRAMENTO	13-4380	162.88	
			13-4710	792.91	955.79
85349823	01/10/2014	VENDMART OF SACRAMENTO	13-4710		780.42
85349824	01/10/2014	Shannon M. De Arkland	01-5200		28.25
85349825	01/10/2014	Suzie A. Dollesin	01-4300		20.86
85349826	01/10/2014	Sara J. Hodgen	01-5200		74.01
85349827	01/10/2014	Deseree M. Manzano	01-9550		182.00
85349828	01/10/2014	Barbara K. Matiska	01-5200		410.63
85349829	01/10/2014	Wendy K. Meagher	01-5200		47.46
85349830	01/10/2014	Lena R. Medina	01-5200		85.70
85349831	01/10/2014	Kari L. O'Toole	01-5800		150.00
85349832	01/10/2014	Amber N. Sanderson	01-5200		124.98
85349833	01/10/2014	Rhianon R. Zinzun	01-5800		300.00
85349834	01/10/2014	ACI SPECIALTY BENEFITS ACI ENTERPRISES INC	01-3901		2,475.00
85349835	01/10/2014	ADVANCED KEYBOARD TECHNOLOGIES	01-4300		242.05
85349836	01/10/2014	AIRGAS	01-4300		21.60
85349837	01/10/2014	BOYLE FUTURE TECHNOLOGY	01-4365		59.79
85349838	01/10/2014	BUS WEST - FRESNO	01-4365		694.17
85349839	01/10/2014	CAPITOL CLUTCH AND BRAKE INC	01-4365		394.79
85349840	01/10/2014	COLOR ID, LLC.	01-4300	52.00	
			Unpaid Sales Tax	3.00-	49.00
85349841	01/10/2014	CROWE HORWATH LLP	01-5811		5,175.00
85349842	01/10/2014	DAWSON OIL COMPANY	01-4345	6,553.41	

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

ESCAPE ONLINE

Checks Dated 01/10/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85349842	01/10/2014	DAWSON OIL COMPANY	01-4350	8,177.01	14,730.42
85349843	01/10/2014	DELTA EDUCATION INC	01-4300		582.66
85349844	01/10/2014	DISCOVERY OFFICE SYSTEMS	01-5600		1,067.93
85349845	01/10/2014	DIVERSE NETWORK ASSOCIATES	01-5800		739.92
85349846	01/10/2014	DOWN SYNDROME INFO ALLIANCE	01-5200		245.00
85349847	01/10/2014	ESS ENVIRONMENTAL	21-5800		372.00
85349848	01/10/2014	FAR WEST RENTS & READY MIX	01-5600		122.55
85349849	01/10/2014	GRAINGER .	01-4300		19.68
85349850	01/10/2014	GUIDING FITNESS	01-5800		900.00
85349851	01/10/2014	HANDWRITING WITHOUT TEARS	01-4100		828.05
85349852	01/10/2014	INTEGRATED FIRE SYSTEMS INC	01-5800		1,540.00
85349853	01/10/2014	J & J SCREEN & GLASS	01-5600		475.75
85349854	01/10/2014	K S TELECOM INC	01-5800		31,951.00
85349855	01/10/2014	KRONICK MOSKOVITZ TIEDEMANN	01-5810		608.69
85349856	01/10/2014	LEARNING SOLUTIONS INC	01-5800		9,798.84
85349857	01/10/2014	LINCOLN NEWS MESSENGER	01-4300		52.00
85349858	01/10/2014	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		717.50
85349859	01/10/2014	LOZANO SMITH, LLP	01-5810	4,130.52	
			25-5810	5,507.66	9,638.18
85349860	01/10/2014	LPA INC.	40-6210		85.00
85349861	01/10/2014	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		6,529.32
85349862	01/10/2014	MEDICAL BILLING TECHNOLOGIES	01-5800		292.39
85349863	01/10/2014	MICHAEL SPITERI - DBA SPITERI BROS HARDWOOD FLOORING	01-5600		7,200.00
85349864	01/10/2014	PEARSON SCOTT FORSEMAN	01-4100		21,961.46
85349865	01/10/2014	PJ'S MAIL & PARCEL SERVICE	21-5800		10.00
85349866	01/10/2014	PURCHASE POWER	01-4300		4,040.00
85349867	01/10/2014	RAINFORTH GRAU ARCHITECTS	21-5800		15,807.50
85349868	01/10/2014	RAY MORGAN CO. / CHICO	01-5600		32.12
85349869	01/10/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		127.93
85349870	01/10/2014	SAC VAL JANITORIAL SALES	01-4300		183.01
85349871	01/10/2014	SASS/Mestmaker Insurance	01-5800		390.30
85349872	01/10/2014	SIG EMPLOYEE BENEFITS TRUST	76-9554		592,731.10
85349873	01/10/2014	STATE OF CALIFORNIA - DOJ	01-5821		64.00
85349874	01/10/2014	TOTAL EDUCATION SOLUTIONS	01-5800		2,677.50
85349875	01/10/2014	TROXELL COMMUNICATIONS	01-4300		483.75
85349876	01/10/2014	UNIVERSAL SPECIALTIES, INC.	01-4300		532.23
85349877	01/10/2014	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85349878	01/10/2014	WESTERN BLUE AN NWN COMPANY	01-4400		5,725.00
85349879	01/10/2014	WILCO SUPPLY	01-4300		116.41
85349880	01/10/2014	WILSON WAY TIRE CO. INC.	01-4360		439.95
85349881	01/10/2014	Christy L. Aday	01-4300		77.50
85349882	01/10/2014	Stacey Brown	01-4300		113.39
85349883	01/10/2014	Reynaldo A. Cubias	01-4300		310.00

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Checks Dated 01/10/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85349884	01/10/2014	Therese M. Dorow	01-4300		82.01
85349885	01/10/2014	Mary A. Hernandez	01-5200		289.90
85349886	01/10/2014	Jennifer D. Nelson	01-4300		35.81
85349887	01/10/2014	Karen A. Roberts	01-4300		3.95
85349888	01/10/2014	Angelica M. Selter	01-5200		24.86
85349889	01/10/2014	Melissa B. Willes	01-4300		40.00
85349890	01/10/2014	1000 BULBS.COM	01-4300	612.79	
			Unpaid Sales Tax	41.40-	571.39
85349891	01/10/2014	ALL METALS SUPPLY INC	01-4300		290.80
85349892	01/10/2014	APPLE INC.	01-4300		839.36
85349893	01/10/2014	BALFOUR	01-4300		5,419.50
85349894	01/10/2014	BARCO PRODUCTS COMPANY	01-4300	317.26	
			Unpaid Sales Tax	16.42-	300.84
85349895	01/10/2014	BURKETT'S OFFICE	01-4300		340.89
85349896	01/10/2014	CALLIE BILLINGS	01-4300		1,203.95
85349897	01/10/2014	CALTRONICS BUSINESS SYSTEMS	01-5600		76.26
85349898	01/10/2014	CLMS - CA LEAGUE OF MIDDLE SCHOOLS	01-5200		299.00
85349899	01/10/2014	CSUS COLLEGE OF CONTINUING ED.	01-5200		40.00
85349900	01/10/2014	DISCOVERY OFFICE SYSTEMS	01-4300	311.80	
			01-5600	370.34	682.14
85349901	01/10/2014	EDULINK SYSTEMS	01-4300		300.00
85349902	01/10/2014	ETS CAHSEE	01-4300		100.00
85349903	01/10/2014	FOLLETT EDUCATIONAL SERVICES	01-4200		1,316.28
85349904	01/10/2014	GREENTREE CHILDREN'S BALLET COMPANY	01-5800		210.00
85349905	01/10/2014	GROTH MUSIC	01-4300	47.59	
			Unpaid Sales Tax	2.84-	44.75
85349906	01/10/2014	K S TELECOM INC	01-4400		1,995.00
85349907	01/10/2014	LAKESHORE LEARNING MATERIALS	12-4300		217.52
85349908	01/10/2014	LANGUAGE LINE SERVICES	01-5800		8.00
85349909	01/10/2014	OFFICE DEPOT	01-4300		553.18
85349910	01/10/2014	PCOE - PLACER CO OFFICE OF ED	01-4300		262.50
85349911	01/10/2014	PLACER COUNTY WATER AGENCY	01-4300		1,274.10
85349912	01/10/2014	PRINT TO MAIL	01-4300		222.34
85349913	01/10/2014	PUGG COMPANY, INC.	01-4300	34.19	
			Unpaid Sales Tax	2.39-	31.80
85349914	01/10/2014	PURCHASE POWER	01-4300		82.46
85349915	01/10/2014	REALLY GOOD STUFF	01-4300	66.45	
			Unpaid Sales Tax	3.88-	62.57
85349916	01/10/2014	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-4300		135.00
85349917	01/10/2014	RISO PRODUCTS OF SAC INC	01-4300		565.85
85349918	01/10/2014	SCHOOL SPECIALTY INC	01-4300		112.94
85349919	01/10/2014	STAPLES ADVANTAGE	01-4300		2,973.09
85349920	01/10/2014	SURVEILLANCE SYSTEM INT	01-4300		1,534.88
85349921	01/10/2014	THE LIBRARY STORE INC.	01-4300		133.09
85349922	01/10/2014	US BANK BUSINESS EQUIPMENT	01-5600		492.00
85349923	01/10/2014	WESTERN BLUE AN NWN COMPANY	01-4300		697.25

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Checks Dated 01/10/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
		Total Number of Checks	**118**		**807,048.67**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	101	172,549.28
11	Adult Education Fund	1	27.37
12	Child Development Fund	2	244.89
13	Cafeteria Fund	11	18,157.05
21	Building Fund #1	4	16,241.25
25	Capital Facilities Fund	1	5,507.66
40	Spec Res For Capital Outlay	1	85.00
49	Mello Roos Capital Projects	1	1,575.00
76	Payroll Fund	1	592,731.10
	Total Number of Checks	**118**	807,118.60
	Less Unpaid Sales Tax Liability		69.93-
	Net (Check Amount)		**807,048.67**

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Checks Dated 12/20/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85348087	12/20/2013	AT&T	01-5560	4,150.57	
			12-5560	103.40	
			13-5600	100.63	
			21-5560	56.97	4,411.57
85348088	12/20/2013	CITY OF LINCOLN	01-5540	5,036.03	
			01-5550	11,324.54	
			01-5570	10,112.16	26,472.73
85348089	12/20/2013	MISSION UNIFORM SERVICE INC	01-4300	71.12	
			01-5800	1,462.19	1,533.31
85348090	12/20/2013	PACIFIC GAS & ELECTRIC CO	01-5510		55,828.32
85348091	12/20/2013	SPURR	01-5530		4,404.72
85348092	12/20/2013	Lauren M. Quinn	01-4300	133.95	
			01-5200	161.03	294.98
85348093	12/20/2013	"DANIELSEN COMPANY, THE"	13-4380	306.37	
			13-4710	3,579.16	
			Unpaid Sales Tax	5.88-	3,879.65
85348094	12/20/2013	CROWN DISTRIBUTING INC.	13-4380		831.57
85348095	12/20/2013	ED JONES FOOD SERVICE	13-4710		5,849.86
85348096	12/20/2013	GEE WHIZ GAMES, LLC	01-4300	96.41	
			Unpaid Sales Tax	6.72-	89.69
85348097	12/20/2013	MILLERS CITRUS GROVE	13-4710		318.75
85348098	12/20/2013	ORIENTAL TRADING COMPANY INC	01-4300	640.33	
			Unpaid Sales Tax	40.88-	599.45
85348099	12/20/2013	PIZZA GUYS	13-4710		1,844.62
85348100	12/20/2013	PROPACIFIC FRESH	13-4710		338.55
85348101	12/20/2013	SAFEWAY INC	01-4300		167.58
85348102	12/20/2013	SARA LEE	13-4710		454.02
85348103	12/20/2013	SCHOOL SPECIALTY INC	01-4300		156.97
85348104	12/20/2013	SYSCO SACRAMENTO	13-4380	251.14	
			13-4710	763.78	1,014.92
85348105	12/20/2013	TARGET BANK	01-4300		8.16
85348106	12/20/2013	Mary V. Boyle	01-4300		91.78
85348107	12/20/2013	Michael J. Kimbrough	01-5200		38.76
85348108	12/20/2013	Tracey N. Lillie	01-5200		178.22
85348109	12/20/2013	Jina S. Martelle	11-5200		293.03
85348110	12/20/2013	Deborah J. McKinnon	01-5200		22.60
85348111	12/20/2013	Gustavo Nevarez	01-5200		57.18
85348112	12/20/2013	Bonnie L. Pellow	01-5200		116.41
85348113	12/20/2013	Amy L. Pettersen	01-5200		137.44
85348114	12/20/2013	Melissa A. Ramirez	01-5200		18.64
85348115	12/20/2013	Nancyann M. Rowell	01-5200		127.69
85348116	12/20/2013	Rachel A. Scontriano	01-5200		50.85
85348117	12/20/2013	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85348118	12/20/2013	ALAN S BROOKS	21-5800		150.00
85348119	12/20/2013	APPROVED SAFE & LOCK	01-4300		109.11
85348120	12/20/2013	BANK OF AMERICA #0187	01-4300	8.87	
			01-5200	253.55	

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ESCAPE ONLINE

Checks Dated 12/20/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85348120	12/20/2013	BANK OF AMERICA #0187	11-5200	501.80	764.22
85348121	12/20/2013	BUILDING CONTROL CENTER	01-5600		1,855.31
85348122	12/20/2013	CAPITOL PUBLIC FINANCE GROUP	21-5800		8,700.00
85348123	12/20/2013	DANIEL W. GRIFFEN DBA DANG ELECTRIC	01-5800		553.42
85348124	12/20/2013	DSA - DIVISION OF THE STATE ARCHITECT	21-5800		500.00
85348125	12/20/2013	ECONOMIC & PLANNING SYS. INC.	49-5800		472.50
85348126	12/20/2013	ESS ENVIRONMENTAL	21-5800		427.00
85348127	12/20/2013	ETS EDUCATION TESTING SERVICE	01-5800		1,434.48
85348128	12/20/2013	Flex-Plan Services, Inc.	01-5800		286.00
85348129	12/20/2013	FOLLETT EDUCATIONAL SERVICES	01-4100		14,165.75
85348130	12/20/2013	GEARY PACIFIC SUPPLY	01-4300		133.33
85348131	12/20/2013	GRAINGER .	01-4300		305.92
85348132	12/20/2013	HANKIN SPECIALTY EQUIPMENT INC	01-5600		225.00
85348133	12/20/2013	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		39.01
85348134	12/20/2013	HOME DEPOT	01-4300		1,776.92
85348135	12/20/2013	INTEGRATED FIRE SYSTEMS INC	01-4300	106.55	
			01-5600	104.35	
			01-5800	284.10	495.00
85348136	12/20/2013	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		1,311.00
85348137	12/20/2013	KRONICK MOSKOVITZ TIEDEMANN	35-5810		1,257.15
85348138	12/20/2013	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		538.13
85348139	12/20/2013	LOZANO SMITH, LLP	01-5810		4,163.50
85348140	12/20/2013	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,280.00
85348141	12/20/2013	MEDICAL BILLING TECHNOLOGIES	01-5800		336.45
85348142	12/20/2013	ODYSSEY LEARNING CENTER, INC.	01-5800		2,723.40
85348143	12/20/2013	PEARSON EDUCATION	01-4100		20,799.87
85348144	12/20/2013	PITNEY BOWES CREDIT CORP ACCOUNT #16271873867	01-5600		1,996.00
85348145	12/20/2013	POSTMASTER / SPECIAL ED.	01-4300		92.00
85348146	12/20/2013	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	770.58	
			01-7438	40.45	
			01-7439	402.55	1,213.58
85348147	12/20/2013	RSD - REFRIGERATION SUPPLIES	01-4300		217.36
85348148	12/20/2013	SAC VAL JANITORIAL SALES	01-4300		319.95
85348149	12/20/2013	SCHOOL FACILITY CONSULTANTS	21-5800		138.75
85348150	12/20/2013	SIGNS OF OUR TIMES, INC.	21-4300		490.60
85348151	12/20/2013	UNIVERSAL SPECIALTIES, INC.	01-4300		72.86
85348152	12/20/2013	WESTERN PLACER WASTE	01-5540		12.00
85348153	12/20/2013	WILCO SUPPLY	01-4300		316.60
85348154	12/20/2013	Stacey Brown	01-4300		189.18
85348155	12/20/2013	Shannon L. Burns	01-4300		78.96
85348156	12/20/2013	Jeffrey T. Dardis	13-4300	43.19	
			13-4380	19.20	

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Checks Dated 12/20/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85348156	12/20/2013	Jeffrey T. Dardis	13-5200	82.29	144.68
85348157	12/20/2013	Michael J. Doherty	01-4300		20.22
85348158	12/20/2013	Therese M. Dorow	01-4300		37.60
85348159	12/20/2013	Melanee Ford	01-4300		39.95
85348160	12/20/2013	Cindy J. Hagman	01-4300		31.41
85348161	12/20/2013	Margaret M. Hamrick	01-4300		7.74
85348162	12/20/2013	Kathleen J. Olmstead	01-4300		100.82
85348163	12/20/2013	Lydia M. Ranger	01-5200		6.44
85348164	12/20/2013	Karen A. Roberts	01-4300		80.55
85348165	12/20/2013	Gregory J. Turner	01-4300		44.95
85348166	12/20/2013	Cassandra B. Walker	01-5200		264.09
85348167	12/20/2013	Melissa B. Willes	01-5600		182.28
85348168	12/20/2013	101 INKS	01-4300		156.81
85348169	12/20/2013	BANK OF AMERICA #2696	01-4300	530.01	
			01-5200	1,404.66	
			01-5800	29.00	1,963.67
85348170	12/20/2013	BIO CORPORATION	01-4300	121.08	
			Unpaid Sales Tax	7.53-	113.55
85348171	12/20/2013	CALTRONICS BUSINESS SYSTEMS	01-5600		138.48
85348172	12/20/2013	CANYON CREEK SOFTWARE	01-4300		254.00
85348173	12/20/2013	CARRIE PEREIRA DBA - STARSTRUCK SHOWCASE	01-5800		3,500.00
85348174	12/20/2013	CASCADE ATHLETIC SUPPLY CO	01-4300		50.94
85348175	12/20/2013	COASTAL ENTERPRISES	01-4300		228.33
85348176	12/20/2013	DE LAGE LANDEN	01-5600		589.03
85348177	12/20/2013	DISCOUNT MAGAZINE SUB SERVICE	01-4300		164.65
85348178	12/20/2013	DISCOVERY OFFICE SYSTEMS	01-4300		567.28
85348179	12/20/2013	FLORAL SUPPLY SYNDICATE	01-4300		332.01
85348180	12/20/2013	FOLLETT LIBRARY RESOURCES	01-4200	166.46	
			01-4300	231.94	398.40
85348181	12/20/2013	GBC TECHNICAL SERVICE & ACCO BRANDS USA LLC	01-4300		668.00
85348182	12/20/2013	GOLD COUNTRY FUNDRAISING	01-4300		1,276.93
85348183	12/20/2013	MJB WELDING SUPPLY, INC.	01-4300		26.88
85348184	12/20/2013	OFFICE DEPOT	01-4300		83.22
85348185	12/20/2013	PERFECTION LEARNING	01-4300		152.59
85348186	12/20/2013	RAY MORGAN CO. / CHICO	01-5600	104.12	
			01-5800	741.68	845.80
85348187	12/20/2013	REGENTS OF UC DAVIS OFFICE OF CONTINUING MEDICAL EDUCATION	01-4300		175.00
85348188	12/20/2013	RENAISSANCE LEARNING INC.	01-5800		149.00
85348189	12/20/2013	RIEBES AUTO PARTS	01-4300		135.39
85348190	12/20/2013	RISO PRODUCTS OF SAC INC	01-4300		1,510.26
85348191	12/20/2013	SCHOOL SPECIALTY INC	01-4300	171.19	
			01-5800	398.50	569.69
85348192	12/20/2013	STAGE ACCENTS	01-4300	769.44	
			Unpaid Sales Tax	50.40-	719.04

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ESCAPE ONLINE

Checks Dated 12/20/2013

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85348193	12/20/2013	STAPLES ADVANTAGE		01-4300		2,296.42
85348194	12/20/2013	WESTERN BLUE	AN NWN COMPANY	01-4300		758.95
85348195	12/20/2013	WILLIAM A. SIDNEY BEBOPS	DBA - SAC TOWN	01-5600		47.00
85348196	12/20/2013	WOODWIND & BRASSWIND		01-4300		59.11
			Total Number of Checks		**110**	**199,681.49**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	92	171,918.57
11	Adult Education Fund	2	794.83
12	Child Development Fund	1	103.40
13	Cafeteria Fund	10	14,783.13
21	Building Fund #1	7	10,463.32
35	Schools Facilities (Prop 1A)	1	1,257.15
49	Mello Roos Capital Projects	1	472.50
	Total Number of Checks	**110**	199,792.90
	Less Unpaid Sales Tax Liability		111.41-
	Net (Check Amount)		**199,681.49**

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Checks Dated 12/13/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85346491	12/13/2013	"DANIELSEN COMPANY, THE"	13-4380	300.27	
			13-4710	4,795.10	
			Unpaid Sales Tax	5.88-	5,089.49
85346492	12/13/2013	CROWN DISTRIBUTING INC.	13-4380		1,054.73
85346493	12/13/2013	D & P CREAMERY	13-4710		9,037.42
85346494	12/13/2013	ED JONES FOOD SERVICE	13-4710		4,893.79
85346495	12/13/2013	MISSION UNIFORM SERVICE INC	13-4300		495.51
85346496	12/13/2013	PIZZA GUYS	13-4710		1,595.51
85346497	12/13/2013	PROPACIFIC FRESH	13-4710		409.15
85346498	12/13/2013	SARA LEE	13-4710		901.95
85346499	12/13/2013	SEVEN UP BOTTLING CO OF SF	13-4710		276.00
85346500	12/13/2013	SYSCO SACRAMENTO	13-4380	84.88	
			13-4710	528.76	613.64
85346501	12/13/2013	TREND ENTERPRISES	01-4300		85.03
85346502	12/13/2013	PACIFIC GAS & ELECTRIC CO	01-5510		6,791.48
85346503	12/13/2013	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		739.13
85346504	12/13/2013	VERIZON WIRELESS	01-5560	1,456.12	
			11-5560	24.13	
			12-5560	24.12	
			13-5560	46.73	
			21-5560	46.73	1,597.83
85346505	12/13/2013	WAVE DIVISION HOLDINGS	01-5560		7,450.00
85346506	12/13/2013	WAVE DIVISION HOLDINGS	01-5560		73.38
85346507	12/13/2013	Mary V. Boyle	01-4300		90.64
85346508	12/13/2013	Audrey K. Kilpatrick	01-5200		76.98
85346509	12/13/2013	Wendy K. Meagher	01-5200		23.73
85346510	12/13/2013	Amber N. Sanderson	01-5200		128.31
85346511	12/13/2013	Anayat Sharifie	01-5200		9.38
85346512	12/13/2013	ADI HONEYWELL INTERNATIONAL	01-4300		261.61
85346513	12/13/2013	ALEJANDRO VELASCO	01-5800		328.83
85346514	12/13/2013	APPROVED SAFE & LOCK	01-4300		79.53
85346515	12/13/2013	CALTRONICS BUSINESS SYSTEMS	01-5800		240.90
85346516	12/13/2013	CROWE HORWATH LLP	01-5811		25,875.00
85346517	12/13/2013	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		1,725.75
85346518	12/13/2013	DISCOVERY OFFICE SYSTEMS	01-5600		131.35
85346519	12/13/2013	DSA - DIVISION OF THE STATE ARCHITECT	40-6220		2,888.08
85346520	12/13/2013	EATON INTERPRETING SVCS INC	01-5800		105.00
85346521	12/13/2013	FOLLETT EDUCATIONAL SERVICES	01-4100	73,103.59	
			01-4300	16.27-	73,087.32
85346522	12/13/2013	GRAINGER .	01-4300		67.87
85346523	12/13/2013	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		310.29
85346524	12/13/2013	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		52.54
85346525	12/13/2013	HOUGHTON MIFFLIN COMPANY	01-4100		846.07

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ESCAPE ONLINE

Checks Dated 12/13/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85346526	12/13/2013	JABBERGYM INC.	01-5800		2,256.25
85346527	12/13/2013	JANE JOHNSON	01-5800		4,512.50
85346528	12/13/2013	KIMBERLY SHOOK	01-5800		149.16
85346529	12/13/2013	LAGUNA PHYSICAL THERAPY & HAND REHABILITATION	01-5800		104.50
85346530	12/13/2013	LEARNING SOLUTIONS INC	01-5800		24,675.31
85346531	12/13/2013	LINCOLN NEWS MESSENGER	01-4300		52.00
85346532	12/13/2013	MEDICAB OF SACRAMENTO/SIERRA	01-5800		512.00
85346533	12/13/2013	PCOE - PLACER CO OFFICE OF ED	01-9500		1,405,251.00
85346534	12/13/2013	PJ'S MAIL & PARCEL SERVICE	01-5800		49.17
85346535	12/13/2013	PLACER LEARNING CENTER	01-5800		30,511.53
85346536	12/13/2013	PLATT ELECTRIC SUPPLY, INC.	01-4300		1,157.56
85346537	12/13/2013	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		759.50
85346538	12/13/2013	RIEBES AUTO PARTS	01-4365		429.40
85346539	12/13/2013	SAC VAL JANITORIAL SALES	01-4300		482.92
85346540	12/13/2013	SACRAMENTO AUTOGLASS	01-4365		146.70
85346541	12/13/2013	SCHOOL INNOVATIONS & ACHIEVEMENT	01-5800		5,600.00
85346542	12/13/2013	SCHOOL SPECIALTY INC	01-4300		579.01
85346543	12/13/2013	SIERRA FOOTHILLS ACADEMY	01-5800		2,423.64
85346544	12/13/2013	SIERRA OFFICE SUPPLIES &	01-4300		28.27
85346545	12/13/2013	SUTTER MEDICAL FOUNDATION	01-5800		390.00
85346546	12/13/2013	TAG / AMS INC	01-5800		325.00
85346547	12/13/2013	TARGET BANK	01-4300		169.73
85346548	12/13/2013	THE PERSONNEL ADVISOR	01-5800		199.00
85346549	12/13/2013	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85346550	12/13/2013	WILCO SUPPLY	01-4300		48.99
85346551	12/13/2013	ZEP SALES & SERVICE	01-4300		199.22
85346552	12/13/2013	Geni A. Atkinson	01-5200		147.06
85346553	12/13/2013	Therese M. Dorow	01-4300		19.08
85346554	12/13/2013	Kelly J. Kornacki-Castillo	01-4300		106.43
85346555	12/13/2013	ATHLETICS UNLIMITED	01-4300		243.78
85346556	12/13/2013	BURKETT'S OFFICE	01-4300		83.24
85346557	12/13/2013	EATON INTERPRETING SVCS INC	01-5800		105.00
85346558	12/13/2013	FOLLETT LIBRARY RESOURCES	01-4200		2,289.55
85346559	12/13/2013	GOPHER SPORT	01-4300		311.26
85346560	12/13/2013	HAWKINS OFFICIATING SERVICE	01-5800		560.00
85346561	12/13/2013	HOME DEPOT	01-4300		35.77
85346562	12/13/2013	LAKESHORE LEARNING MATERIALS	01-4300		38.61
85346563	12/13/2013	MENTORING MINDS, LP	01-4300	780.99	
			Unpaid Sales Tax	51.41-	729.58
85346564	12/13/2013	NASCO MODESTO	01-4300		77.01
85346565	12/13/2013	OFFICE DEPOT	01-4300		408.44
85346566	12/13/2013	ORIENTAL TRADING COMPANY INC	01-4300	88.05	
			12-4300	86.17	
			Unpaid Sales Tax	10.49-	163.73
85346567	12/13/2013	PLACER POPS CHORALE	01-5800		800.00

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Checks Dated 12/13/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85346568	12/13/2013	POSITIVE PROMOTIONS	01-4300	732.79	
			Unpaid Sales Tax	46.58-	686.21
85346569	12/13/2013	RAY MORGAN CO. / CHICO	01-5600		119.93
85346570	12/13/2013	REALLY GOOD STUFF	01-4300	96.91	
			Unpaid Sales Tax	6.00-	90.91
85346571	12/13/2013	SAFEWAY INC	01-4300		42.49
85346572	12/13/2013	SEE'S CANDY	01-4300		469.10
85346573	12/13/2013	SIERRA HAY & FEED	01-4300		37.12
85346574	12/13/2013	SIERRA OFFICE SUPPLIES &	01-4300		254.20
85346575	12/13/2013	STAPLES ADVANTAGE	01-4300		2,753.80
85346576	12/13/2013	U.S. BANK NATIONAL ASSOCIATIONU.S. BANCORP PURCHASING CARD	01-4300	30.00	
			01-5200	6.59	36.59
85346577	12/13/2013	US BANK BUSINESS EQUIPMENT	01-5600		492.00
85346578	12/13/2013	WESTERN BLUE AN NWN COMPANY	01-4400		2,614.40
		Total Number of Checks	**88**		**1,643,735.87**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	76	1,614,792.20
11	Adult Education Fund	1	24.13
12	Child Development Fund	2	110.29
13	Cafeteria Fund	11	24,419.80
21	Building Fund #1	1	46.73
40	Spec Res For Capital Outlay	1	2,888.08
49	Mello Roos Capital Projects	1	1,575.00
	Total Number of Checks	88	1,643,856.23
	Less Unpaid Sales Tax Liability		120.36-
	Net (Check Amount)		**1,643,735.87**

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Checks Dated 11/22/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85343286	11/22/2013	AT&T	01-5560	988.42	
			13-5560	105.67	
			21-5560	57.49	1,151.58
85343287	11/22/2013	CITY OF LINCOLN	01-5540	5,036.03	
			01-5550	11,324.54	
			01-5570	14,544.52	30,905.09
85343288	11/22/2013	CITY OF LINCOLN / PG&E REIMB	01-5510		2,280.01
85343289	11/22/2013	PACIFIC GAS & ELECTRIC CO	01-5510		87,505.71
85343290	11/22/2013	SPURR	01-5530		3,721.71
85343291	11/22/2013	"DANIELSEN COMPANY, THE"	13-4380	166.59	
			13-4710	2,005.04	2,171.63
85343292	11/22/2013	CALIF SCHOOL-AGE CONSORTIUM	01-5200		600.00
85343293	11/22/2013	CROWN DISTRIBUTING INC.	13-4380		1,445.74
85343294	11/22/2013	DISCOUNT SCHOOL SUPPLY	01-4300		70.45
85343295	11/22/2013	ED JONES FOOD SERVICE	13-4710		4,213.01
85343296	11/22/2013	GOLDEN STATE EQUIPMENT REPAIR	13-5600		782.50
85343297	11/22/2013	ORIENTAL TRADING COMPANY INC	01-4300	325.99	
			Unpaid Sales Tax	22.74-	303.25
85343298	11/22/2013	PIZZA GUYS	13-4710		2,159.56
85343299	11/22/2013	PROPACIFIC FRESH	13-4710		313.95
85343300	11/22/2013	SARA LEE	13-4710		434.12
85343301	11/22/2013	SCHOOL SPECIALTY - PRMR AGNDA	01-4400		558.73
85343302	11/22/2013	SYSCO SACRAMENTO	13-4710		772.35
85343303	11/22/2013	VENDMART OF SACRAMENTO	13-4710		872.95
85343304	11/22/2013	WPUSD PETTY CASH FUND	01-4300	139.00	
			01-5800	608.55	
			01-8675	86.80	
			01-8699	52.00	
			12-8699	242.00	
			13-4300	58.00	
			13-4710	186.00	1,372.35
85343305	11/22/2013	Martha I. Bond	01-4300		11.07
85343306	11/22/2013	John S. Kovach	01-4300		54.00
85343307	11/22/2013	Jason R. Noonan	01-4300		59.95
85343308	11/22/2013	ACCREDITING COMMISSION	01-5800		1,050.00
85343309	11/22/2013	AMERICAN LEGACY PUBLISHING	01-4300		171.94
85343310	11/22/2013	APPLE INC.	01-4300	73.11-	
			01-4400	746.93	673.82
85343311	11/22/2013	AVALON PRINTING & GRAPHICS	01-4300		206.57
85343312	11/22/2013	BANK OF AMERICA #2696	01-4300	712.24	
			01-4400	1,809.16	
			01-5200	1,009.80	3,531.20
85343313	11/22/2013	BIO CORPORATION	01-4300	880.56	
			Unpaid Sales Tax	49.50-	831.06
85343314	11/22/2013	CREATIVE TEACHING PRESS INC	01-4300		27.89
85343315	11/22/2013	DIRECT PRESS 2	01-4300		275.75
85343316	11/22/2013	IPARADIGMS LLC	01-4400		4,250.00

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ESCAPE ONLINE

5.2.12

Checks Dated 11/22/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85343317	11/22/2013	OFFICE DEPOT	01-4300		121.45
85343318	11/22/2013	RAY MORGAN CO. / CHICO	01-4300		80.67
85343319	11/22/2013	RENAISSANCE LEARNING INC.	01-4300		815.28
85343320	11/22/2013	RIEBES AUTO PARTS	01-4300		33.63
85343321	11/22/2013	SCHOLASTIC MAGAZINE	01-4300		636.49
85343322	11/22/2013	SCHOOL SPECIALTY INC	01-4300		34.40
85343323	11/22/2013	SPORT CHALET	01-4300		3,132.97
85343324	11/22/2013	TALK TOOLS TM	01-4300	248.08	
			Unpaid Sales Tax	16.35-	231.73
85343325	11/22/2013	TEACHER DISCOUNT	11-4300	1,309.06	
			12-4300	361.61	1,670.67
85343326	11/22/2013	TOLEDO P.E. SUPPLY	01-4300	257.23	
			Unpaid Sales Tax	15.75-	241.48
85343327	11/22/2013	TROXELL COMMUNICATIONS	01-4300		277.35
85343328	11/22/2013	WESTERN BLUE AN NWN COMPANY	01-4300		226.02
85343329	11/22/2013	Tracey N. Lillie	01-4300	10.50	
			01-5200	188.43	
			11-5200	89.04	287.97
85343330	11/22/2013	Wendy K. Meagher	01-5200		65.26
85343331	11/22/2013	Amy L. Pettersen	01-4300		44.06
85343332	11/22/2013	Rachel A. Scontriano	01-5200		50.85
85343333	11/22/2013	ADVANCED INTEGRATED PEST	01-5800		1,288.00
85343334	11/22/2013	APPROVED SAFE & LOCK	01-4300		142.39
85343335	11/22/2013	BANK OF AMERICA #0187	01-4300	125.00	
			01-5200	703.58	
			01-5800	129.00-	
			25-5200	152.60	852.18
85343336	11/22/2013	CA ASSOC OF ADMIN OF STATE & FEDERAL PROGRAMS	01-5200		325.00
85343337	11/22/2013	CASBO - CALIF ASSOC OF SCHOOL BUSINESS OFFICIALS	01-5200		1,025.00
85343338	11/22/2013	GRAINGER .	01-4300		90.04
85343339	11/22/2013	HANDWRITING WITHOUT TEARS	01-4100	937.06	
			Unpaid Sales Tax	59.81-	877.25
85343340	11/22/2013	HOME DEPOT	01-4300		2,594.90
85343341	11/22/2013	KIM SHOOK	01-5800		284.76
85343342	11/22/2013	KRONICK MOSKOVITZ TIEDEMANN	01-5810	2,806.27	
			35-5810	2,634.05	5,440.32
85343343	11/22/2013	LOZANO SMITH, LLP	01-5810	4,150.00	
			21-5810	75.00	4,225.00
85343344	11/22/2013	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		2,274.56
85343345	11/22/2013	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,152.00
85343346	11/22/2013	ODYSSEY LEARNING CENTER, INC.	01-5800		1,996.46
85343347	11/22/2013	PCOE - PLACER CO OFFICE OF ED	01-5800		9,480.00
85343348	11/22/2013	RAY MORGAN CO. / CHICO	01-5600		27.65
85343349	11/22/2013	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		903.05

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5.2.13

Checks Dated 11/22/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85343350	11/22/2013	SAC VAL JANITORIAL SALES	01-4300		1,092.15
85343351	11/22/2013	SHI INTERNATIONAL CORP	01-4300		1,500.00
85343352	11/22/2013	SUNCAL LINCOLN CROSSING LLC	21-6100		25,000.00
85343353	11/22/2013	WESTERN BLUE AN NWN COMPANY	01-4300		44.08
85343354	11/22/2013	ZEP SALES & SERVICE	01-4300		60.20
		Total Number of Checks		**69**	**221,403.21**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	58	178,131.03
11	Adult Education Fund	2	1,398.10
12	Child Development Fund	2	603.61
13	Cafeteria Fund	11	13,515.48
21	Building Fund #1	3	25,132.49
25	Capital Facilities Fund	1	152.60
35	Schools Facilities (Prop 1A)	1	2,634.05
	Total Number of Checks	69	221,567.36
	Less Unpaid Sales Tax Liability		164.15-
	Net (Check Amount)		**221,403.21**

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Checks Dated 12/06/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85344826	12/06/2013	PACIFIC GAS & ELECTRIC CO	01-5510		1,422.95
85344827	12/06/2013	Rosie A. Kirkland	01-5200		18.53
85344828	12/06/2013	"DANIELSEN COMPANY, THE"	13-4380	307.17	
			13-4710	2,852.80	
			Unpaid Sales Tax	4.21-	3,155.76
85344829	12/06/2013	BUTTE COUNTY OFFICE OF ED	01-5200		875.00
85344830	12/06/2013	CROWN DISTRIBUTING INC.	13-4380		957.10
85344831	12/06/2013	ED JONES FOOD SERVICE	13-4710		5,356.12
85344832	12/06/2013	MILLERS CITRUS GROVE	13-4710		425.00
85344833	12/06/2013	MIND WORKS RESOURCES	01-4300	1,282.55	
			Unpaid Sales Tax	83.55-	1,199.00
85344834	12/06/2013	PIZZA GUYS	13-4710		1,699.36
85344835	12/06/2013	PROPACIFIC FRESH	13-4710		291.05
85344836	12/06/2013	SARA LEE	13-4710		221.63
85344837	12/06/2013	SYSCO SACRAMENTO	13-4380	171.63	
			13-4710	679.66	851.29
85344838	12/06/2013	JULIA GARCIA	01-8675		116.60
85344839	12/06/2013	A TOUCH OF UNDERSTANDING, INC	01-5800		1,020.00
85344840	12/06/2013	C.A.S.H. COALITION FOR	21-5200		594.00
85344841	12/06/2013	CALIFORNIA FAMILY FITNESS	01-5800		369.93
85344842	12/06/2013	CAPITOL PUBLIC FINANCE GROUP	21-5800		7,950.00
85344843	12/06/2013	DSA - DIVISION OF THE STATE ARCHITECT	21-5800		500.00
85344844	12/06/2013	GUIDING FITNESS	01-5800		1,400.00
85344845	12/06/2013	HOLT MCDOUGAL LITTELL HOUGHTON MIFFLIN COMPANIES LLC	01-4100		8,976.30
85344846	12/06/2013	HOUGHTON MIFFLIN COMPANY	01-4100		7,459.29
85344847	12/06/2013	JIVE COMMUNICATIONS, INC.	01-5560		882.60
85344848	12/06/2013	LOZANO SMITH, LLP	25-5810		10,927.65
85344849	12/06/2013	MEDICAL BILLING TECHNOLOGIES	01-5800		218.65
85344850	12/06/2013	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		24.30
85344851	12/06/2013	PEARSON SCOTT FORSEMAN	01-4100		10,971.53
85344852	12/06/2013	RAINFORTH GRAU ARCHITECTS	21-5800		14,497.50
85344853	12/06/2013	SIERRA OFFICE SUPPLIES &	01-4300		85.59
85344854	12/06/2013	TOTAL EDUCATION SOLUTIONS	01-5800		4,143.75
85344855	12/06/2013	Krystal G. Arnold	01-5200		107.35
85344856	12/06/2013	Cindy J. Hood	01-4300	26.87	
			01-5200	15.53	42.40
85344857	12/06/2013	Jason R. Noonan	01-4300	30.00	
			01-5800	120.00	150.00
85344858	12/06/2013	Lydia M. Ranger	01-5200		4.07
85344859	12/06/2013	T. Jeanine Troxel	01-5200		36.73
85344860	12/06/2013	Melissa B. Willes	11-4300	51.24	
			12-4300	147.99	
			12-5200	54.85	
			12-5800	89.00	343.08
85344861	12/06/2013	ATHLETICS UNLIMITED	01-4300		4,304.47

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5.2.15

Checks Dated 12/06/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85344862	12/06/2013	B&H PHOTO VIDEO	01-4300	434.57	
			01-4400	987.66	
			Unpaid Sales Tax	99.23-	1,323.00
85344863	12/06/2013	BLACK DOG GRAPHICS	01-4300		372.72
85344864	12/06/2013	CALTRONICS BUSINESS SYSTEMS	01-5600		334.83
85344865	12/06/2013	CAPSTONE	01-5800		995.00
85344866	12/06/2013	CREATIVE COMPETITIONS INC.	01-5300		135.00
85344867	12/06/2013	DE LAGE LANDEN	01-5600		320.35
85344868	12/06/2013	DEMCO MEDIA	01-4300		35.41
85344869	12/06/2013	DISCOVERY OFFICE SYSTEMS	01-4300	106.53	
			01-5600	665.84	772.37
85344870	12/06/2013	ERIC WERVE	01-4300		626.21
85344871	12/06/2013	FOLLETT LIBRARY RESOURCES	01-4200		1,400.87
85344872	12/06/2013	HODGE PRODUCTS, INC.	01-4300		570.83
85344873	12/06/2013	HOME DEPOT	01-4300		8.07
85344874	12/06/2013	JONES SCHOOL SUPPLY CO INC	01-4300	126.00	
			Unpaid Sales Tax	8.40-	117.60
85344875	12/06/2013	LAKESHORE LEARNING MATERIALS	12-4300		403.64
85344876	12/06/2013	MASE CENTER	01-5200		90.00
85344877	12/06/2013	NATIONAL GEOGRAPHIC LITTLE KIDS MAGAZINE	01-4300		15.00
85344878	12/06/2013	NATIONAL GEOGRAPHIC EXPLORER	01-4300		325.10
85344879	12/06/2013	OFFICE DEPOT	01-4300		265.12
85344880	12/06/2013	PLACER COUNTY SELPA	01-5200		25.00
85344881	12/06/2013	PLACER COUNTY WATER AGENCY	01-4300		98.08
85344882	12/06/2013	PNSSNS SUBWATERSHED GROUP	01-5300		100.00
85344883	12/06/2013	RANGER RICK JR.	01-4300		15.00
85344884	12/06/2013	RAY MORGAN CO. / CHICO	01-4300		
			01-5600		215.83
85344885	12/06/2013	RENAISSANCE LEARNING INC.	01-5800		170.62
85344886	12/06/2013	RISO PRODUCTS OF SAC INC	01-4300		1,495.88
85344887	12/06/2013	SACRAMENTO STATE COLLEGE	01-5200		745.00
85344888	12/06/2013	SCHOLASTIC BOOK CLUBS	01-4200		21.67
85344889	12/06/2013	SCHOLASTIC MAGAZINE	01-4300		89.82
85344890	12/06/2013	SCHOOL SPECIALTY INC	01-4300		63.90
85344891	12/06/2013	STAPLES ADVANTAGE	01-4300		2,740.83
85344892	12/06/2013	SURVEILLANCE SYSTEM INT	01-5800		680.00
85344893	12/06/2013	TOLEDO P.E. SUPPLY	01-4300	77.09	
			Unpaid Sales Tax	4.69-	72.40
85344894	12/06/2013	TROXELL COMMUNICATIONS	01-4300		544.49
85344895	12/06/2013	US SCHOOL SUPPLY, INC.	01-4300	332.79	
			Unpaid Sales Tax	22.49-	310.30
85344896	12/06/2013	WESTERN BLUE AN NWN COMPANY	01-4300	608.76	
			01-4400	853.95	1,462.71
85344897	12/06/2013	WOODWIND & BRASSWIND	01-4300		1,518.40
		Total Number of Checks	**72**		**110,079.63**

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

5.2.16

Checks Dated 12/06/2013

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

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	57	62,124.81
11	Adult Education Fund	1	51.24
12	Child Development Fund	2	695.48
13	Cafeteria Fund	8	12,961.52
21	Building Fund #1	4	23,541.50
25	Capital Facilities Fund	1	10,927.65
	Total Number of Checks	72	110,302.20
	Less Unpaid Sales Tax Liability		222.57-
	Net (Check Amount)		**110,079.63**

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

5.2.17

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent, Personnel Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

January 21, 2014

CLASSIFIED/MANAGEMENT

NEW HIRES

1. Name: Katie Bender
   Position: Grant Funded Inst. Aide
   Salary: Range 1, Step A
   Hours: 3.5 Hours/Day
   Days: 10 Months/Year
   Effective: 12/16/13
   Site: First Street School

2. Name: Rebecca Bennett
   Position: Paraprofessional Aide
   Salary: CSEA, Range 17, Step B
   Hours: 5.66 Hours/Day
   Days: 10 Months/Year
   Effective: 1/6/14
   Site: Twelve Bridges Elementary

ADDITIONAL POSITION

1. Name: Melissa Waggoner
   Position: Campus/Café Supervisor
   Salary: CSEA, Range 13, Step C
   Hours: 2 Hours/Day
   Days: 10 Months/Year
   Effective: 12/12/13
   Site: Carlin C. Coppin Elementary

RESIGNATIONS

1. Name: Robert Lyons
   Position: Director of Technology
   Site: District Office
   Hours: 8 Hours/Day
   Effective: 1/20/14

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

January 21, 2014

CERTIFICATED/MANAGEMENT

NEW HIRE:

1. Name: Cristina Dobon-Claveau
   Position: Temporary Counselor (Social Work)-Behavior
   FTE: 1.0
   Effective Date: December 16, 2013
   Site: District Office

REQUEST FOR LEAVE:

1. Name: Annie Brothers
   Position: Elementary Science Teacher
   FTE: 1.0
   Effective Date: May 9, 2014
   Site: Lincoln Crossing Elementary

2. Name: Sue Karuzas
   Position: Pre School ASD Teacher
   FTE: 1.0
   Effective Date: April 2014
   Site: Foskett Ranch Elementary

3. Name: Dayna Swanson
   Position: Kindergarten Teacher
   FTE: 1.0
   Effective Date: April 2, 2014
   Site: Lincoln Crossing Elementary

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Report of Disclosure Requirements for Quarterly Reports of Investments.

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 21, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

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

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

RECOMMENDATION:

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

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of OCTOBER 31, 2013

5.5.1

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

PREFACE

Placer County Treasurer's Pooled Investment Report

October 31, 2013

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

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

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

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

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

Government Code 53646 Compliance Report

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

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

The Weighted Average Maturity of the investments with the Treasury is 1,925 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $ 90,387,959.13 in cash and investments maturing in the next 180 days.

General Fund
Portfolio Management
Portfolio Summary
October 31, 2013

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	50,217,600.00	49,991,780.46	5.55	1,705	995	1.175	1.191
Federal Agency Coupons	540,000,000.00	536,585,831.94	540,156,889.48	59.93	1,818	1,573	1.198	1.214
Medium Term Notes	187,985,000.00	191,645,068.29	190,753,105.00	21.16	1,310	957	1.176	1.193
Commercial Paper Disc. -Amortizing	20,000,000.00	19,987,650.00	19,987,650.00	2.22	154	117	0.190	0.193
PFA - HELICOPTER	674,413.00	674,413.00	674,413.00	0.07	2,559	892	2.442	2.476
Local Agency Bonds	81,710,785.00	81,710,785.00	81,710,785.00	9.07	10,649	7,955	4.324	4.384
Rolling Repurchase Agreements - 2	15,558,999.01	15,558,999.01	15,558,999.01	1.73	1	1	0.000	0.000
mPower Placer	1,471,495.56	1,471,495.56	1,471,495.56	0.16	1	1	3.452	3.500
Municipal Bonds *	1,007,134.76	1,007,134.76	1,007,134.76	0.11	435	241	0.395	0.400
Investments	**898,407,827.33**	**898,858,977.56**	**901,312,252.27**	**100.00%**	**2,432**	**1,925**	**1.436**	**1.456**
Cash								
Passbook/Checking (not included in yield calculations)	54,828,960.12	54,828,960.12	54,828,960.12		1	1	0.000	0.000
Total Cash and Investments	**953,236,787.45**	**953,687,937.68**	**956,141,212.39**		**2,432**	**1,925**	**1.436**	**1.456**

Total Earnings	October 31 Month Ending	Fiscal Year To Date
Current Year	1,375,717.29	4,271,718.42
Average Daily Balance	945,787,127.45	982,848,273.24
Effective Rate of Return	1.71%	1.29%

11/13/13

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

Reporting period 10/01/2013-10/31/2013
Data Updated: FUNDSNAP: 11/13/2013 11:34
Run Date: 11/13/2013 - 11:34

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828PJ3	10046	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,215,600.00	9,957,087.79	1.375	1.569	759	11/30/2015
912828PJ3	10047	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,215,600.00	9,945,384.46	1.375	1.627	759	11/30/2015
912828CJ7	10063	U. S. TREASURY COUPON		12/14/2010	10,000,000.00	10,248,800.00	10,180,908.20	4.750	1.261	195	05/15/2014
912828UZ1	12083	U. S. TREASURY COUPON		05/06/2013	10,000,000.00	9,768,800.00	9,956,326.41	0.625	0.714	1,641	04/30/2018
912828UZ1	12084	U. S. TREASURY COUPON		05/07/2013	10,000,000.00	9,768,800.00	9,952,073.60	0.625	0.701	1,641	04/30/2018
		Subtotal and Average	50,005,068.41		50,000,000.00	50,217,600.00	49,991,780.46		1.175	995	
Federal Agency Coupons											
3133ECB45	12038	FEDERAL FARM CREDIT BANK		12/26/2012	10,000,000.00	9,870,500.00	9,991,694.44	0.900	0.908	1,516	12/26/2017
3133ECDE1	12043	FEDERAL FARM CREDIT BANK		01/24/2013	10,000,000.00	9,880,700.00	9,991,540.60	0.940	0.947	1,543	01/22/2018
3133ECEQ3	12048	FEDERAL FARM CREDIT BANK		02/06/2013	10,000,000.00	9,910,700.00	10,000,000.00	1.100	1.085	1,558	02/06/2018
3133ECFA7	12049	FEDERAL FARM CREDIT BANK		02/13/2013	10,000,000.00	9,811,200.00	10,000,000.00	1.080	1.065	1,565	02/13/2018
3133ECJX3	12059	FEDERAL FARM CREDIT BANK		03/26/2013	10,000,000.00	9,855,900.00	9,993,395.83	1.040	1.041	1,606	03/26/2018
3133ECL44	12072	FEDERAL FARM CREDIT BANK		04/11/2013	10,000,000.00	9,836,800.00	9,997,777.78	1.000	0.991	1,622	04/11/2018
3133ECV43	13003	FEDERAL FARM CREDIT BANK		07/23/2013	10,000,000.00	10,068,800.00	10,000,000.00	1.930	1.904	1,725	07/23/2018
3133ED2P6	13008	FEDERAL FARM CREDIT BANK		09/26/2013	10,000,000.00	10,021,800.00	10,000,000.00	1.620	1.598	1,425	09/26/2017
3133ED3K6	13011	FEDERAL FARM CREDIT BANK		10/03/2013	10,000,000.00	10,017,620.83	9,997,567.52	1.875	1.856	1,796	10/02/2018
3133ED2Q4	13015	FEDERAL FARM CREDIT BANK		10/25/2013	10,000,000.00	10,116,311.11	10,099,397.43	2.080	1.876	1,788	09/24/2018
313380TD9	12013	FEDERAL HOME LOAN BANK		10/16/2012	10,000,000.00	9,859,600.00	10,000,000.00	1.000	0.986	1,445	10/16/2017
3133813R4	12036	FEDERAL HOME LOAN BANK		12/19/2012	10,000,000.00	9,872,700.00	10,000,000.00	1.000	0.986	1,469	11/09/2017
3133826K4	12054	FEDERAL HOME LOAN BANK		02/27/2013	10,000,000.00	9,946,800.00	10,000,000.00	0.750	1.275	1,579	02/27/2018
313382QF3	12069	FEDERAL HOME LOAN BANK		04/09/2013	10,000,000.00	9,865,600.00	9,997,780.56	1.010	1.001	1,620	04/09/2018
313382RQ8	12079	FEDERAL HOME LOAN BANK		04/30/2013	10,000,000.00	9,912,200.00	10,000,000.00	0.750	1.224	1,641	04/30/2018
3130A06A3	13012	FEDERAL HOME LOAN BANK		10/09/2013	10,000,000.00	10,020,700.00	9,988,146.67	1.875	1.874	1,803	10/09/2018
3134G4GN2	13013	FED HOME LOAN MORT CORP		10/09/2013	10,000,000.00	10,064,900.00	10,000,000.00	2.300	2.268	1,803	10/09/2018
3134G4JB5	13018	FED HOME LOAN MORT CORP		10/30/2013	10,000,000.00	10,045,400.00	10,000,000.00	1.250	1.917	1,824	10/30/2018
3136FTK57	11095	FEDERAL NATIONAL MORT. ASSOC.		02/13/2012	10,000,000.00	10,020,700.00	10,000,000.00	0.875	1.345	1,200	02/13/2017
3136G0ZV6	12003	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,005,000.00	10,000,000.00	0.700	1.158	1,396	08/28/2017
3136G0B59	12007	FEDERAL NATIONAL MORT. ASSOC.		09/20/2012	10,000,000.00	9,998,300.00	10,000,000.00	0.700	1.080	1,419	09/20/2017
3136G0K34	12008	FEDERAL NATIONAL MORT. ASSOC.		09/25/2012	10,000,000.00	9,929,300.00	10,000,000.00	0.750	0.715	1,424	09/25/2017
3136G0H46	12009	FEDERAL NATIONAL MORT. ASSOC.		09/26/2012	10,000,000.00	9,999,500.00	10,000,000.00	0.600	1.046	1,425	09/26/2017
3136G0N72	12015	FEDERAL NATIONAL MORT. ASSOC.		10/25/2012	10,000,000.00	9,984,900.00	10,000,000.00	0.700	1.029	1,454	10/25/2017
3136G0Y88	12017	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	9,971,400.00	9,999,902.78	0.500	0.990	1,468	11/08/2017
3135G0QW6	12018	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	9,890,700.00	10,000,000.00	1.000	0.986	1,468	11/08/2017
3136G04F5	12024	FEDERAL NATIONAL MORT. ASSOC.		11/21/2012	10,000,000.00	9,975,600.00	10,000,000.00	0.750	1.104	1,481	11/21/2017
3136G12J7	12027	FEDERAL NATIONAL MORT. ASSOC.		12/05/2012	10,000,000.00	9,970,500.00	10,000,000.00	0.600	1.117	1,495	12/05/2017

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136G07K1	12028	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,908,200.00	9,995,902.78	0.700	0.998	1,496	12/06/2017
3136G07K1	12029	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,908,200.00	10,000,000.00	0.700	0.988	1,496	12/06/2017
3136G12A6	12033	FEDERAL NATIONAL MORT. ASSOC.		12/13/2012	10,000,000.00	9,923,100.00	10,000,000.00	0.700	1.069	1,503	12/13/2017
3136G15C9	12035	FEDERAL NATIONAL MORT. ASSOC.		12/19/2012	10,000,000.00	9,913,300.00	10,000,000.00	0.700	1.094	1,509	12/19/2017
3136G15K1	12039	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,959,000.00	10,000,000.00	0.500	1.116	1,517	12/27/2017
3136G16W4	12040	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,934,700.00	9,998,337.78	0.650	0.645	1,517	12/27/2017
3136G1BA6	12045	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,977,700.00	9,998,301.11	0.700	1.134	1,551	01/30/2018
3136G1BD0	12046	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,897,500.00	10,000,000.00	0.750	1.031	1,551	01/30/2018
3136G1B57	12047	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,930,200.00	10,000,000.00	0.750	1.031	1,551	01/30/2018
3136G1CU1	12053	FEDERAL NATIONAL MORT. ASSOC.		02/22/2013	10,000,000.00	9,913,700.00	9,987,076.15	0.750	1.135	1,573	02/21/2018
3136G1DB2	12055	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,933,800.00	10,000,000.00	1.000	1.170	1,580	02/28/2018
3135G0UX9	12056	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,902,700.00	10,000,000.00	1.200	1.184	1,580	02/28/2018
3136G1F95	12057	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,997,300.00	9,995,675.00	0.750	1.259	1,580	02/28/2018
3135G0VG5	12058	FEDERAL NATIONAL MORT. ASSOC.		03/13/2013	10,000,000.00	10,016,800.00	10,126,633.33	1.500	1.184	1,593	03/13/2018
3136G1GS2	12060	FEDERAL NATIONAL MORT. ASSOC.		03/27/2013	10,000,000.00	9,948,200.00	10,000,000.00	1.000	0.937	1,607	03/27/2018
3136G1HB8	12061	FEDERAL NATIONAL MORT. ASSOC.		03/28/2013	10,000,000.00	9,917,200.00	10,000,000.00	0.800	1.100	1,608	03/28/2018
3136G1JT7	12073	FEDERAL NATIONAL MORT. ASSOC.		04/11/2013	10,000,000.00	9,894,800.00	10,000,000.00	0.750	1.178	1,622	04/11/2018
3136G1JY6	12077	FEDERAL NATIONAL MORT. ASSOC.		04/24/2013	10,000,000.00	9,886,100.00	9,997,759.72	0.800	1.134	1,635	04/24/2018
3136G1JY6	12078	FEDERAL NATIONAL MORT. ASSOC.		04/24/2013	10,000,000.00	9,886,100.00	10,000,000.00	0.800	1.129	1,635	04/24/2018
3136G1K99	12080	FEDERAL NATIONAL MORT. ASSOC.		04/30/2013	10,000,000.00	9,837,800.00	10,000,000.00	0.750	1.104	1,641	04/30/2018
3136G1K81	12081	FEDERAL NATIONAL MORT. ASSOC.		04/30/2013	10,000,000.00	9,880,000.00	10,000,000.00	0.750	1.104	1,641	04/30/2018
3135G0WB5	12082	FEDERAL NATIONAL MORT. ASSOC.		05/02/2013	10,000,000.00	9,858,100.00	10,000,000.00	1.200	1.110	1,629	04/18/2018
3136G1LA5	12086	FEDERAL NATIONAL MORT. ASSOC.		05/15/2013	10,000,000.00	9,901,300.00	10,000,000.00	0.500	1.126	1,656	05/15/2018
3136G1KV0	12087	FEDERAL NATIONAL MORT. ASSOC.		05/15/2013	10,000,000.00	9,848,200.00	10,000,000.00	0.750	1.090	1,656	05/15/2018
3136G1M63	12088	FEDERAL NATIONAL MORT. ASSOC.		05/22/2013	10,000,000.00	9,832,100.00	10,000,000.00	0.750	1.126	1,663	05/22/2018
3136G1VL0	13009	FEDERAL NATIONAL MORT. ASSOC.		09/27/2013	10,000,000.00	10,055,600.00	10,000,000.00	2.150	2.121	1,791	09/27/2018
		Subtotal and Average	**521,700,023.98**		**540,000,000.00**	**536,585,831.94**	**540,156,889.48**		**1.198**	**1,573**	
Medium Term Notes											
037833AG5	12085	Apple Inc.		05/07/2013	10,000,000.00	9,968,900.00	10,036,206.00	0.516	0.429	1,644	05/03/2018
36962G4S0	10056	GENERAL ELECTRIC CAPITAL CORP		12/08/2010	10,000,000.00	10,036,400.00	9,986,076.79	0.924	1.253	698	09/30/2015
36962G4L5	11053	GENERAL ELECTRIC CAPITAL CORP		11/21/2011	10,000,000.00	10,465,700.00	10,217,546.69	3.500	2.103	605	06/29/2015
36962G5Q3	11090	GENERAL ELECTRIC CAPITAL CORP		01/31/2012	10,000,000.00	10,050,300.00	10,000,000.00	1.000	1.117	455	01/30/2015
36962G5U4	12014	GENERAL ELECTRIC CAPITAL CORP		10/22/2012	7,985,000.00	7,985,558.95	7,995,759.59	0.743	0.733	528	04/13/2015
36962G6Q2	12071	GENERAL ELECTRIC CAPITAL CORP		04/11/2013	10,000,000.00	10,048,700.00	10,041,702.23	0.843	0.647	798	01/08/2016
36962G4N1	13006	GENERAL ELECTRIC CAPITAL CORP		09/19/2013	10,000,000.00	10,082,610.72	10,071,707.79	1.015	0.660	648	08/11/2015

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Medium Term Notes											
36962G5W0	13016	GENERAL ELECTRIC CAPITAL CORP		10/28/2013	10,000,000.00	10,308,238.89	10,334,840.64	2.300	1.299	1,273	04/27/2017
36962G6R0	13017	GENERAL ELECTRIC CAPITAL CORP		10/28/2013	10,000,000.00	10,074,355.56	10,082,358.09	1.000	0.750	798	01/08/2016
46625HJA9	11099	JP MORGAN CHASE BANK		03/09/2012	10,000,000.00	10,503,100.00	10,194,658.61	3.150	2.348	977	07/05/2016
48126EAA5	12010	JP MORGAN CHASE BANK		09/26/2012	10,000,000.00	10,127,200.00	10,097,627.97	2.000	1.706	1,383	08/15/2017
48126DW39	12089	JP MORGAN CHASE BANK		06/04/2013	10,000,000.00	9,780,200.00	10,000,000.00	1.125	1.110	1,676	06/04/2018
594918AG9	10069	Microsoft Corp		12/17/2010	10,000,000.00	10,225,100.00	9,900,306.40	1.625	2.150	693	09/25/2015
89233P4B9	11121	TOYOTA MOTOR CREDIT		05/30/2012	10,000,000.00	10,436,300.00	10,328,309.57	3.200	1.126	593	06/17/2015
94974BFK1	12075	WELLS FARGO & CO.		04/23/2013	10,000,000.00	10,022,700.00	10,000,000.00	0.869	0.872	1,634	04/23/2018
94974BEZ9	13014	WELLS FARGO BANK		10/22/2013	10,000,000.00	10,568,304.17	10,562,342.92	2.625	1.075	1,140	12/15/2016
92976GAC5	12026	WACHOVIA MORTGAGE FSB		11/30/2012	10,000,000.00	10,018,800.00	9,983,190.04	0.646	0.822	367	11/03/2014
929903DU3	12062	WACHOVIA MORTGAGE FSB		04/01/2013	10,000,000.00	9,900,800.00	9,924,292.21	0.524	0.727	1,322	06/15/2017
92976GAE1	13004	WACHOVIA MORTGAGE FSB		08/20/2013	10,000,000.00	11,041,800.00	10,996,179.46	5.600	1.297	865	03/15/2016
		Subtotal and Average	**189,847,844.47**		**187,985,000.00**	**191,645,068.29**	**190,753,105.00**		**1.176**	**957**	
Commercial Paper Disc. -Amortizing											
89233HBS2	13007	Toyota Motor Credit Corp		09/25/2013	20,000,000.00	19,987,650.00	19,987,650.00	0.190	0.190	117	02/26/2014
		Subtotal and Average	**19,986,066.66**		**20,000,000.00**	**19,987,650.00**	**19,987,650.00**		**0.190**	**117**	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	674,413.00	674,413.00	674,413.00	2.476	2.442	892	04/11/2016
		Subtotal and Average	**674,413.00**		**674,413.00**	**674,413.00**	**674,413.00**		**2.442**	**892**	
Local Agency Bonds											
13019	13019	Ackerman School District		10/31/2013	380,000.00	380,000.00	380,000.00	2.300	2.300	2,190	10/31/2019
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	79,230,785.00	79,230,785.00	79,230,785.00	4.490	4.428	8,187	04/01/2036
SYS	12090	mPower Placer		06/18/2013	2,100,000.00	2,100,000.00	2,100,000.00	0.750	0.750	259	07/18/2014
		Subtotal and Average	**81,343,043.06**		**81,710,785.00**	**81,710,785.00**	**81,710,785.00**		**4.324**	**7,955**	
Rolling Repurchase Agreements - 2											
SYS11085	11085	CANTOR FITZGERALD		01/17/2012	0.00	0.00	0.00	0.130	0.130	1	
SYS000SWEEP	SWEEP	WFB REPURCHASE-SWEEP		03/01/2012	15,558,999.01	15,558,999.01	15,558,999.01		0.000	1	
		Subtotal and Average	**26,521,565.01**		**15,558,999.01**	**15,558,999.01**	**15,558,999.01**		**0.000**	**1**	
mPower Placer											
SYS09460	09460	mPower Placer		06/24/2010	1,471,495.56	1,471,495.56	1,471,495.56	3.500	3.452	1	

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
		Subtotal and Average	1,274,311.29		1,471,495.56	1,471,495.56	1,471,495.56		3.452	1	
Municipal Bonds *											
12076	12076	City of Colfax		04/21/2013	1,007,134.76	1,007,134.76	1,007,134.76	0.400	0.395	241	06/30/2014
		Subtotal and Average	1,007,134.76		1,007,134.76	1,007,134.76	1,007,134.76		0.395	241	
		Total and Average	945,787,127.45		898,407,827.33	898,858,977.56	901,312,252.27		1.436	1,925	

General Fund
Portfolio Management
Portfolio Details - Cash
October 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			53,241,153.55	53,241,153.55	53,241,153.55		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			1,587,806.57	1,587,806.57	1,587,806.57		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	945,787,127.45		953,236,787.45	953,687,937.68	956,141,212.39		1.436	1,925

General Fund
Purchases Report
Sorted by Fund - Fund
October 1, 2013 - October 31, 2013

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund													
3133ED3K6	13011	1010	FAC	FFCB	10,000,000.00	10/03/2013	04/02 - 10/02	9,997,000.00	520.83	1.875	10/02/2018	1.881	9,997,567.52
3130A06A3	13012	1010	FAC	FHLB	10,000,000.00	10/09/2013	04/09 - 10/09	9,988,000.00		1.875	10/09/2018	1.900	9,988,146.67
3134G4GN2	13013	1010	FAC	FHLMC	10,000,000.00	10/09/2013	04/09 - 10/09	10,000,000.00		2.300	10/09/2018	2.300	10,000,000.00
94974BEZ9	13014	1010	MTN	WF	10,000,000.00	10/22/2013	12/15 - 06/15	10,473,500.00	92,604.17	2.625	12/15/2016	1.090	10,562,342.92
3133ED2Q4	13015	1010	FAC	FFCB	10,000,000.00	10/25/2013	03/24 - 09/24	10,083,000.00	17,911.11	2.080	09/24/2018	1.902	10,099,397.43
36962G5W0	13016	1010	MTN	GE CAP	10,000,000.00	10/28/2013	04/27 - 10/27	10,335,000.00	638.89	2.300	04/27/2017	1.317	10,334,840.64
36962G6R0	13017	1010	MTN	GE CAP	10,000,000.00	10/28/2013	01/08 - 07/08	10,052,000.00	30,555.56	1.000	01/08/2016	0.761	10,082,358.09
3134G4JB5	13018	1010	FAC	FHLMC	10,000,000.00	10/30/2013	04/30 - 10/30	10,000,000.00		1.250	10/30/2018	1.943	10,000,000.00
13019	13019	1010	RRP	ACK	380,000.00	10/31/2013	/ - 365 Days	380,000.00		2.300	10/31/2019	2.300	380,000.00
				Subtotal	80,380,000.00			81,308,500.00	142,230.56				81,444,653.27
				Total Purchases	80,380,000.00			81,308,500.00	142,230.56				81,444,653.27

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of NOVEMBER 30, 2013

5.5.10

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

PREFACE

Placer County Treasurer's Pooled Investment Report

November 30, 2013

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

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

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

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

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

Government Code 53646 Compliance Report

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

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

The Weighted Average Maturity of the investments with the Treasury is 1,792 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $ 148,718,256.94 in cash and investments maturing in the next 180 days.

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General Fund
Portfolio Management
Portfolio Summary
November 30, 2013

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	50,188,600.00	49,969,477.86	5.18	1,705	966	1.175	1.191
Federal Agency Coupons	550,000,000.00	547,110,811.11	550,208,860.12	57.07	1,817	1,547	1.208	1.225
Medium Term Notes	187,985,000.00	191,640,997.87	190,651,336.19	19.77	1,310	927	1.176	1.193
Commercial Paper Disc. -Amortizing	50,000,000.00	49,986,816.66	49,986,816.66	5.18	93	59	0.148	0.150
PFA - HELICOPTER	674,413.00	674,413.00	674,413.00	0.07	2,559	862	2.442	2.476
Local Agency Bonds	81,710,785.00	81,710,785.00	81,710,785.00	8.47	10,649	7,925	4.324	4.384
Rolling Repurchase Agreements - 2	37,736,837.13	37,736,837.13	37,736,837.13	3.91	1	1	0.000	0.000
mPower Placer	2,215,996.60	2,215,996.60	2,215,996.60	0.23	1	1	3.452	3.500
Municipal Bonds *	1,007,134.76	1,007,134.76	1,007,134.76	0.10	435	211	0.395	0.400
Investments	**961,330,166.49**	**962,272,392.13**	**964,161,657.32**	**100.00%**	**2,294**	**1,792**	**1.367**	**1.386**
Cash								
Passbook/Checking (not included in yield calculations)	49,974,285.05	49,974,285.05	49,974,285.05		1	1	0.000	0.000
Total Cash and Investments	**1,011,304,451.54**	**1,012,246,677.18**	**1,014,135,942.37**		**2,294**	**1,792**	**1.367**	**1.386**

Total Earnings	November 30 Month Ending	Fiscal Year To Date
Current Year	978,321.95	5,250,040.36
Average Daily Balance	**981,112,993.51**	**982,508,022.31**
Effective Rate of Return	**1.21%**	**1.27%**

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER 12/4/13

Reporting period 11/01/2013-11/30/2013
Data Updated: FUNDSNAP: 12/02/2013 14:54
Run Date: 12/02/2013 - 14:54

Portfolio PLCR
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Report Ver. 7.3.3

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828PJ3	10046	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,215,600.00	9,958,783.92	1.375	1.569	729	11/30/2015
912828PJ3	10047	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,215,600.00	9,947,543.17	1.375	1.627	729	11/30/2015
912828CJ7	10063	U. S. TREASURY COUPON		12/14/2010	10,000,000.00	10,209,000.00	10,153,076.17	4.750	1.261	165	05/15/2014
912828UZ1	12083	U. S. TREASURY COUPON		05/06/2013	10,000,000.00	9,774,200.00	9,957,124.83	0.625	0.714	1,611	04/30/2018
912828UZ1	12084	U. S. TREASURY COUPON		05/07/2013	10,000,000.00	9,774,200.00	9,952,949.77	0.625	0.701	1,611	04/30/2018
		Subtotal and Average	**49,980,257.45**		**50,000,000.00**	**50,188,600.00**	**49,969,477.86**		**1.175**	**966**	
Federal Agency Coupons											
3133ECB45	12038	FEDERAL FARM CREDIT BANK		12/26/2012	10,000,000.00	9,863,700.00	9,991,861.11	0.900	0.908	1,486	12/26/2017
3133ECDE1	12043	FEDERAL FARM CREDIT BANK		01/24/2013	10,000,000.00	9,873,200.00	9,991,707.45	0.940	0.947	1,513	01/22/2018
3133ECEQ3	12048	FEDERAL FARM CREDIT BANK		02/06/2013	10,000,000.00	9,902,500.00	10,000,000.00	1.100	1.085	1,528	02/06/2018
3133ECFA7	12049	FEDERAL FARM CREDIT BANK		02/13/2013	10,000,000.00	9,804,700.00	10,000,000.00	1.080	1.065	1,535	02/13/2018
3133ECJX3	12059	FEDERAL FARM CREDIT BANK		03/26/2013	10,000,000.00	9,848,800.00	9,993,520.83	1.040	1.041	1,576	03/26/2018
3133ECL44	12072	FEDERAL FARM CREDIT BANK		04/11/2013	10,000,000.00	9,830,000.00	9,997,819.44	1.000	0.991	1,592	04/11/2018
3133ECV43	13003	FEDERAL FARM CREDIT BANK		07/23/2013	10,000,000.00	10,060,500.00	10,000,000.00	1.930	1.904	1,695	07/23/2018
3133ED2P6	13008	FEDERAL FARM CREDIT BANK		09/26/2013	10,000,000.00	9,998,600.00	10,000,000.00	1.620	1.598	1,395	09/26/2017
3133ED3K6	13011	FEDERAL FARM CREDIT BANK		10/03/2013	10,000,000.00	10,029,220.83	9,997,617.55	1.875	1.856	1,766	10/02/2018
3133ED2Q4	13015	FEDERAL FARM CREDIT BANK		10/25/2013	10,000,000.00	10,105,211.11	10,091,829.04	2.080	1.876	1,758	09/24/2018
3133ED3K6	13020	FEDERAL FARM CREDIT BANK		11/19/2013	10,000,000.00	10,053,179.17	10,060,541.47	1.875	1.769	1,766	10/02/2018
313380TD9	12013	FEDERAL HOME LOAN BANK		10/16/2012	10,000,000.00	9,880,300.00	10,000,000.00	1.000	0.986	1,415	10/16/2017
3133813R4	12036	FEDERAL HOME LOAN BANK		12/19/2012	10,000,000.00	9,891,100.00	10,000,000.00	1.000	0.986	1,439	11/09/2017
3133826K4	12054	FEDERAL HOME LOAN BANK		02/27/2013	10,000,000.00	9,956,300.00	10,000,000.00	0.750	1.275	1,549	02/27/2018
313382QF3	12069	FEDERAL HOME LOAN BANK		04/09/2013	10,000,000.00	9,870,300.00	9,997,822.22	1.010	1.001	1,590	04/09/2018
313382RQ8	12079	FEDERAL HOME LOAN BANK		04/30/2013	10,000,000.00	9,919,300.00	10,000,000.00	0.750	1.224	1,611	04/30/2018
3130A06A3	13012	FEDERAL HOME LOAN BANK		10/09/2013	10,000,000.00	10,015,500.00	9,988,346.67	1.875	1.874	1,773	10/09/2018
3134G4GN2	13013	FED HOME LOAN MORT CORP		10/09/2013	10,000,000.00	10,049,500.00	10,000,000.00	2.300	2.268	1,773	10/09/2018
3134G4JB5	13018	FED HOME LOAN MORT CORP		10/30/2013	10,000,000.00	10,039,400.00	10,000,000.00	1.250	1.917	1,794	10/30/2018
3136FTK57	11095	FEDERAL NATIONAL MORT. ASSOC.		02/13/2012	10,000,000.00	10,014,200.00	10,000,000.00	0.875	1.345	1,170	02/13/2017
3136G0ZV6	12003	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,010,500.00	10,000,000.00	0.700	1.158	1,366	08/28/2017
3136G0B59	12007	FEDERAL NATIONAL MORT. ASSOC.		09/20/2012	10,000,000.00	9,991,800.00	10,000,000.00	0.700	1.080	1,389	09/20/2017
3136G0K34	12008	FEDERAL NATIONAL MORT. ASSOC.		09/25/2012	10,000,000.00	9,956,700.00	10,000,000.00	0.750	0.715	1,394	09/25/2017
3136G0H46	12009	FEDERAL NATIONAL MORT. ASSOC.		09/26/2012	10,000,000.00	10,014,800.00	10,000,000.00	0.600	1.046	1,395	09/26/2017
3136G0N72	12015	FEDERAL NATIONAL MORT. ASSOC.		10/25/2012	10,000,000.00	10,009,600.00	10,000,000.00	0.700	1.029	1,424	10/25/2017
3136G0Y68	12017	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	10,000,200.00	10,000,000.00	0.500	0.990	1,438	11/08/2017
3135G0QW6	12018	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	9,912,400.00	10,000,000.00	1.000	0.986	1,438	11/08/2017
3136G04F5	12024	FEDERAL NATIONAL MORT. ASSOC.		11/21/2012	10,000,000.00	9,998,400.00	10,000,000.00	0.750	1.104	1,451	11/21/2017

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136G12J7	12027	FEDERAL NATIONAL MORT. ASSOC.		12/05/2012	10,000,000.00	9,990,800.00	10,000,000.00	0.600	1.117	1,465	12/05/2017
3136G07K1	12028	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,927,600.00	9,995,986.11	0.700	0.998	1,466	12/06/2017
3136G07K1	12029	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,927,600.00	10,000,000.00	0.700	0.988	1,466	12/06/2017
3136G12A6	12033	FEDERAL NATIONAL MORT. ASSOC.		12/13/2012	10,000,000.00	9,942,500.00	10,000,000.00	0.700	1.069	1,473	12/13/2017
3136G15C9	12035	FEDERAL NATIONAL MORT. ASSOC.		12/19/2012	10,000,000.00	9,932,700.00	10,000,000.00	0.700	1.094	1,479	12/19/2017
3136G15K1	12039	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,979,400.00	10,000,000.00	0.500	1.116	1,487	12/27/2017
3136G16W4	12040	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,953,100.00	9,996,371.11	0.650	0.645	1,487	12/27/2017
3136G1BA6	12045	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,997,400.00	9,998,334.44	0.700	1.134	1,521	01/30/2018
3136G1BD0	12046	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,911,000.00	10,000,000.00	0.750	1.031	1,521	01/30/2018
3136G1B57	12047	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,943,200.00	10,000,000.00	0.750	1.031	1,521	01/30/2018
3136G1CU1	12053	FEDERAL NATIONAL MORT. ASSOC.		02/22/2013	10,000,000.00	9,927,600.00	9,987,326.29	0.750	1.135	1,543	02/21/2018
3136G1DB2	12055	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,945,300.00	10,000,000.00	1.000	1.170	1,550	02/28/2018
3135G0UX9	12056	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,912,900.00	10,000,000.00	1.200	1.184	1,550	02/28/2018
3136G1F95	12057	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	10,009,700.00	9,995,758.33	0.750	1.259	1,550	02/28/2018
3135G0VG5	12058	FEDERAL NATIONAL MORT. ASSOC.		03/13/2013	10,000,000.00	10,026,400.00	10,124,216.67	1.500	1.184	1,563	03/13/2018
3136G1GS2	12060	FEDERAL NATIONAL MORT. ASSOC.		03/27/2013	10,000,000.00	9,963,700.00	10,000,000.00	1.000	0.937	1,577	03/27/2018
3136G1HB8	12061	FEDERAL NATIONAL MORT. ASSOC.		03/28/2013	10,000,000.00	9,930,800.00	10,000,000.00	0.800	1.100	1,578	03/28/2018
3136G1JT7	12073	FEDERAL NATIONAL MORT. ASSOC.		04/11/2013	10,000,000.00	9,905,300.00	10,000,000.00	0.750	1.178	1,592	04/11/2018
3136G1JY6	12077	FEDERAL NATIONAL MORT. ASSOC.		04/24/2013	10,000,000.00	9,898,300.00	9,997,801.39	0.800	1.134	1,605	04/24/2018
3136G1JY6	12078	FEDERAL NATIONAL MORT. ASSOC.		04/24/2013	10,000,000.00	9,898,300.00	10,000,000.00	0.800	1.129	1,605	04/24/2018
3136G1K99	12080	FEDERAL NATIONAL MORT. ASSOC.		04/30/2013	10,000,000.00	9,845,900.00	10,000,000.00	0.750	1.104	1,611	04/30/2018
3136G1K81	12081	FEDERAL NATIONAL MORT. ASSOC.		04/30/2013	10,000,000.00	9,887,100.00	10,000,000.00	0.750	1.104	1,611	04/30/2018
3135G0WB5	12082	FEDERAL NATIONAL MORT. ASSOC.		05/02/2013	10,000,000.00	9,866,000.00	10,000,000.00	1.200	1.110	1,599	04/18/2018
3136G1LA5	12086	FEDERAL NATIONAL MORT. ASSOC.		05/15/2013	10,000,000.00	9,914,800.00	10,000,000.00	0.500	1.126	1,626	05/15/2018
3136G1KV0	12087	FEDERAL NATIONAL MORT. ASSOC.		05/15/2013	10,000,000.00	9,868,400.00	10,000,000.00	0.750	1.090	1,626	05/15/2018
3136G1M63	12088	FEDERAL NATIONAL MORT. ASSOC.		05/22/2013	10,000,000.00	9,853,200.00	10,000,000.00	0.750	1.126	1,633	05/22/2018
3136G1VL0	13009	FEDERAL NATIONAL MORT. ASSOC.		09/27/2013	10,000,000.00	10,049,900.00	10,000,000.00	2.150	2.121	1,761	09/27/2018
		Subtotal and Average	**544,176,978.67**		**550,000,000.00**	**547,110,811.11**	**550,208,860.12**		**1.208**	**1,547**	
Medium Term Notes											
037833AG5	12085	Apple Inc.		05/07/2013	10,000,000.00	9,978,700.00	10,035,536.35	0.516	0.429	1,614	05/03/2018
36962G4S0	10056	GENERAL ELECTRIC CAPITAL CORP		12/08/2010	10,000,000.00	10,034,600.00	9,986,683.03	0.924	1.253	668	09/30/2015
36962G4L5	11053	GENERAL ELECTRIC CAPITAL CORP		11/21/2011	10,000,000.00	10,454,200.00	10,206,632.97	3.500	2.103	575	06/29/2015
36962G5Q3	11090	GENERAL ELECTRIC CAPITAL CORP		01/31/2012	10,000,000.00	10,047,500.00	10,000,000.00	1.000	1.117	425	01/30/2015
36962G5U4	12014	GENERAL ELECTRIC CAPITAL CORP		10/22/2012	7,985,000.00	7,985,399.25	7,995,141.22	0.743	0.733	498	04/13/2015
36962G6Q2	12071	GENERAL ELECTRIC CAPITAL CORP		04/11/2013	10,000,000.00	10,056,900.00	10,040,112.56	0.843	0.647	768	01/08/2016

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Medium Term Notes											
36962G4N1	13006	GENERAL ELECTRIC CAPITAL CORP		09/19/2013	10,000,000.00	10,070,000.00	10,058,137.83	1.015	0.660	618	08/11/2015
36962G5W0	13016	GENERAL ELECTRIC CAPITAL CORP		10/28/2013	10,000,000.00	10,315,838.89	10,326,858.11	2.300	1.299	1,243	04/27/2017
36962G6R0	13017	GENERAL ELECTRIC CAPITAL CORP		10/28/2013	10,000,000.00	10,086,055.56	10,080,383.41	1.000	0.750	768	01/08/2016
46625HJA9	11099	JP MORGAN CHASE BANK		03/09/2012	10,000,000.00	10,504,900.00	10,188,600.77	3.150	2.348	947	07/05/2016
48126EAA5	12010	JP MORGAN CHASE BANK		09/26/2012	10,000,000.00	10,140,300.00	10,095,480.73	2.000	1.706	1,353	08/15/2017
48126DW39	12089	JP MORGAN CHASE BANK		06/04/2013	10,000,000.00	9,760,200.00	10,000,000.00	1.125	1.110	1,646	06/04/2018
594918AG9	10069	Microsoft Corp		12/17/2010	10,000,000.00	10,233,600.00	9,904,678.93	1.625	2.150	663	09/25/2015
89233P4B9	11121	TOYOTA MOTOR CREDIT		05/30/2012	10,000,000.00	10,417,600.00	10,311,501.91	3.200	1.126	563	06/17/2015
94974BFK1	12075	WELLS FARGO & CO.		04/23/2013	10,000,000.00	10,026,400.00	10,000,000.00	0.869	0.872	1,604	04/23/2018
94974BEZ9	13014	WELLS FARGO BANK		10/22/2013	10,000,000.00	10,576,904.17	10,549,805.41	2.625	1.075	1,110	12/15/2016
92976GAC5	12026	WACHOVIA MORTGAGE FSB		11/30/2012	10,000,000.00	10,020,400.00	9,984,564.15	0.646	0.822	337	11/03/2014
929903DU3	12062	WACHOVIA MORTGAGE FSB		04/01/2013	10,000,000.00	9,902,700.00	9,926,033.95	0.524	0.727	1,292	06/15/2017
92976GAE1	13004	WACHOVIA MORTGAGE FSB		08/20/2013	10,000,000.00	11,026,800.00	10,961,184.86	5.600	1.297	835	03/15/2016
		Subtotal and Average	**190,698,917.84**		**187,985,000.00**	**191,640,997.87**	**190,651,336.19**		**1.176**	**927**	
Commercial Paper Disc. -Amortizing											
0027A1AA7	13021	ABBEY NATIONAL NORTH AMERCIA		11/19/2013	30,000,000.00	29,996,000.00	29,996,000.00	0.120	0.120	40	01/10/2014
89233HBS2	13007	Toyota Motor Credit Corp		09/25/2013	20,000,000.00	19,990,816.66	19,990,816.66	0.190	0.190	87	02/26/2014
		Subtotal and Average	**31,987,466.11**		**50,000,000.00**	**49,986,816.66**	**49,986,816.66**		**0.148**	**59**	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	674,413.00	674,413.00	674,413.00	2.476	2.442	862	04/11/2016
		Subtotal and Average	**674,413.00**		**674,413.00**	**674,413.00**	**674,413.00**		**2.442**	**862**	
Local Agency Bonds											
13019	13019	Ackerman School District		10/31/2013	380,000.00	380,000.00	380,000.00	2.300	2.300	2,160	10/31/2019
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	79,230,785.00	79,230,785.00	79,230,785.00	4.490	4.428	8,157	04/01/2036
SYS	12090	mPower Placer		06/18/2013	2,100,000.00	2,100,000.00	2,100,000.00	0.750	0.750	229	07/18/2014
		Subtotal and Average	**81,710,785.00**		**81,710,785.00**	**81,710,785.00**	**81,710,785.00**		**4.324**	**7,925**	
Rolling Repurchase Agreements - 2											
SYS11085	11085	CANTOR FITZGERALD		01/17/2012	0.00	0.00	0.00	0.130	0.130	1	
SYS000SWEEP	SWEEP	WFB REPURCHASE-SWEEP		03/01/2012	37,736,837.13	37,736,837.13	37,736,837.13		0.000	1	
		Subtotal and Average	**24,636,092.86**		**37,736,837.13**	**37,736,837.13**	**37,736,837.13**		**0.000**	**1**	

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
mPower Placer											
SYS09460	09460	mPower Placer		06/24/2010	2,215,996.60	2,215,996.60	2,215,996.60	3.500	3.452	1	
		Subtotal and Average	1,954,148.98		2,215,996.60	2,215,996.60	2,215,996.60		3.452	1	
Municipal Bonds *											
12076	12076	City of Colfax		04/21/2013	1,007,134.76	1,007,134.76	1,007,134.76	0.400	0.395	211	06/30/2014
		Subtotal and Average	1,007,134.76		1,007,134.76	1,007,134.76	1,007,134.76		0.395	211	
		Total and Average	981,112,993.51		961,330,166.49	962,272,392.13	964,161,657.32		1.367	1,792	

General Fund
Portfolio Management
Portfolio Details - Cash
November 30, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			49,615,231.14	49,615,231.14	49,615,231.14		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			359,053.91	359,053.91	359,053.91		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	981,112,993.51		1,011,304,451.54	1,012,246,677.18	1,014,135,942.37		1.367	1,792

General Fund
Purchases Report
Sorted by Fund - Fund
November 1, 2013 - November 30, 2013

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund													
0027A1AA7	13021	1010	ACP	ABBLLC	30,000,000.00	11/19/2013	01/10 - At Maturity	29,994,800.00		0.120	01/10/2014	0.120	29,996,000.00
3133ED3K6	13020	1010	FAC	FFCB	10,000,000.00	11/19/2013	04/02 - 10/02	10,037,500.00	24,479.17	1.875	10/02/2018	1.794	10,060,541.47
				Subtotal	40,000,000.00			40,032,300.00	24,479.17				40,056,541.47
				Total Purchases	40,000,000.00			40,032,300.00	24,479.17				40,056,541.47

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer

COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of DECEMBER 31, 2013

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

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PREFACE

Placer County Treasurer's Pooled Investment Report

December 31, 2013

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

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

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

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

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

Government Code 53646 Compliance Report

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

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

The Weighted Average Maturity of the investments with the Treasury is 1,585 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by $ 281,078,752.86 in cash and investments maturing in the next 180 days.

5.5.20

General Fund
Portfolio Management
Portfolio Summary
December 31, 2013

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	49,843,900.00	49,946,431.86	4.26	1,705	935	1.175	1.191
Federal Agency Coupons	610,000,000.00	601,883,911.11	610,191,659.01	52.09	1,821	1,562	1.267	1.285
Medium Term Notes	207,985,000.00	211,085,511.80	210,493,813.45	17.97	1,359	982	1.233	1.250
Negotiable Certificates of Deposit	65,000,000.00	65,001,150.00	65,000,000.00	5.55	44	18	0.118	0.120
Commercial Paper Disc. -Amortizing	60,000,000.00	59,987,077.79	59,984,577.78	5.12	107	49	0.157	0.159
PFA - HELICOPTER	674,413.00	674,413.00	674,413.00	0.06	2,559	831	2.442	2.476
Local Agency Bonds	81,710,785.00	81,710,785.00	81,710,785.00	6.98	10,649	7,894	4.324	4.384
Rolling Repurchase Agreements - 2	89,352,772.45	89,352,772.45	89,352,772.45	7.63	1	1	0.000	0.000
mPower Placer	3,082,778.38	3,082,778.38	3,082,778.38	0.26	1	1	3.452	3.500
Municipal Bonds *	1,007,134.76	1,007,134.76	1,007,134.76	0.09	435	180	0.395	0.400
Investments	**1,168,812,883.59**	**1,163,629,434.29**	**1,171,444,365.69**	**100.00%**	**2,018**	**1,585**	**1.259**	**1.276**
Cash								
Passbook/Checking (not included in yield calculations)	55,718,845.65	55,718,845.65	55,718,845.65		1	1	0.000	0.000
Total Cash and Investments	**1,224,531,729.24**	**1,219,348,279.94**	**1,227,163,211.34**		**2,018**	**1,585**	**1.259**	**1.276**

Total Earnings	December 31 Month Ending	Fiscal Year To Date
Current Year	1,051,082.52	6,301,122.89
Average Daily Balance	1,162,148,408.85	1,012,773,522.22
Effective Rate of Return	1.06%	1.23%

Kimberly Hawley 1/8/13

KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

Reporting period 12/01/2013-12/31/2013
Data Updated: FUNDSNAP: 01/03/2014 10:46
Run Date: 01/03/2014 - 10:46

General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828PJ3	10046	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,193,400.00	9,960,536.60	1.375	1.569	698	11/30/2015
912828PJ3	10047	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,193,400.00	9,949,773.85	1.375	1.627	698	11/30/2015
912828CJ7	10063	U. S. TREASURY COUPON		12/14/2010	10,000,000.00	10,169,500.00	10,124,316.41	4.750	1.261	134	05/15/2014
912828UZ1	12083	U. S. TREASURY COUPON		05/06/2013	10,000,000.00	9,643,800.00	9,957,949.86	0.625	0.714	1,580	04/30/2018
912828UZ1	12084	U. S. TREASURY COUPON		05/07/2013	10,000,000.00	9,643,800.00	9,953,855.14	0.625	0.701	1,580	04/30/2018
		Subtotal and Average	49,957,583.15		50,000,000.00	49,843,900.00	49,946,431.86		1.175	935	
Federal Agency Coupons											
3133ECB45	12038	FEDERAL FARM CREDIT BANK		12/26/2012	10,000,000.00	9,775,400.00	9,992,027.78	0.900	0.908	1,455	12/26/2017
3133ECDE1	12043	FEDERAL FARM CREDIT BANK		01/24/2013	10,000,000.00	9,781,300.00	9,991,874.30	0.940	0.947	1,482	01/22/2018
3133ECEQ3	12048	FEDERAL FARM CREDIT BANK		02/06/2013	10,000,000.00	9,810,100.00	10,000,000.00	1.100	1.085	1,497	02/06/2018
3133ECFA7	12049	FEDERAL FARM CREDIT BANK		02/13/2013	10,000,000.00	9,706,500.00	10,000,000.00	1.080	1.065	1,504	02/13/2018
3133ECJX3	12059	FEDERAL FARM CREDIT BANK		03/26/2013	10,000,000.00	9,749,500.00	9,993,645.83	1.040	1.041	1,545	03/26/2018
3133ECL44	12072	FEDERAL FARM CREDIT BANK		04/11/2013	10,000,000.00	9,728,300.00	9,997,861.11	1.000	0.991	1,561	04/11/2018
3133ECV43	13003	FEDERAL FARM CREDIT BANK		07/23/2013	10,000,000.00	9,959,900.00	10,000,000.00	1.930	1.904	1,664	07/23/2018
3133ED3K6	13011	FEDERAL FARM CREDIT BANK		10/03/2013	10,000,000.00	9,922,520.83	9,997,667.58	1.875	1.856	1,735	10/02/2018
3133ED2Q4	13015	FEDERAL FARM CREDIT BANK		10/25/2013	10,000,000.00	10,011,011.11	10,084,260.65	2.080	1.876	1,727	09/24/2018
3133ED3K6	13020	FEDERAL FARM CREDIT BANK		11/19/2013	10,000,000.00	9,946,479.17	10,056,947.22	1.875	1.769	1,735	10/02/2018
313380TD9	12013	FEDERAL HOME LOAN BANK		10/16/2012	10,000,000.00	9,929,300.00	10,000,000.00	1.000	0.986	1,384	10/16/2017
3133813R4	12036	FEDERAL HOME LOAN BANK		12/19/2012	10,000,000.00	9,801,700.00	10,000,000.00	1.000	0.986	1,408	11/09/2017
3133826K4	12054	FEDERAL HOME LOAN BANK		02/27/2013	10,000,000.00	9,860,200.00	10,000,000.00	0.750	1.275	1,518	02/27/2018
313382QF3	12069	FEDERAL HOME LOAN BANK		04/09/2013	10,000,000.00	9,760,900.00	9,997,863.89	1.010	1.001	1,559	04/09/2018
313382RQ8	12079	FEDERAL HOME LOAN BANK		04/30/2013	10,000,000.00	9,823,000.00	10,000,000.00	0.750	1.224	1,580	04/30/2018
3130A06A3	13012	FEDERAL HOME LOAN BANK		10/09/2013	10,000,000.00	9,942,000.00	9,988,546.67	1.875	1.874	1,742	10/09/2018
3130A0GV6	13030	FEDERAL HOME LOAN BANK		12/27/2013	10,000,000.00	9,917,400.00	10,000,000.00	1.850	1.825	1,821	12/27/2018
3130A0GH7	13031	FEDERAL HOME LOAN BANK		12/27/2013	10,000,000.00	9,924,900.00	10,000,000.00	1.500	1.863	1,821	12/27/2018
3130A0EK2	13033	FEDERAL HOME LOAN BANK		12/27/2013	10,000,000.00	9,918,800.00	10,000,000.00	1.000	2.047	1,821	12/27/2018
3134G4GN2	13013	FED HOME LOAN MORT CORP		10/09/2013	10,000,000.00	10,029,400.00	10,000,000.00	2.300	2.268	1,742	10/09/2018
3134G4JB5	13018	FED HOME LOAN MORT CORP		10/30/2013	10,000,000.00	9,928,600.00	10,000,000.00	1.250	1.917	1,763	10/30/2018
3134G47M4	13028	FED HOME LOAN MORT CORP		12/11/2013	10,000,000.00	9,917,300.00	9,995,061.16	1.500	1.491	1,637	06/26/2018
3134G4QE1	13032	FED HOME LOAN MORT CORP		12/27/2013	10,000,000.00	9,908,600.00	10,000,000.00	1.250	1.814	1,821	12/27/2018
3134G4NX2	13035	FED HOME LOAN MORT CORP		12/27/2013	10,000,000.00	9,911,400.00	10,000,000.00	1.000	2.003	1,821	12/27/2018
3134G4NX2	13036	FED HOME LOAN MORT CORP		12/27/2013	10,000,000.00	9,911,400.00	10,000,000.00	1.000	2.003	1,821	12/27/2018
3136G0ZV6	12003	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,010,300.00	10,000,000.00	0.700	1.158	1,335	08/28/2017
3136G0B59	12007	FEDERAL NATIONAL MORT. ASSOC.		09/20/2012	10,000,000.00	9,912,500.00	10,000,000.00	0.700	1.080	1,358	09/20/2017
3136G0K34	12008	FEDERAL NATIONAL MORT. ASSOC.		09/25/2012	10,000,000.00	9,882,400.00	10,000,000.00	0.750	0.715	1,363	09/25/2017

General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136G0H46	12009	FEDERAL NATIONAL MORT. ASSOC.		09/26/2012	10,000,000.00	9,947,100.00	10,000,000.00	0.600	1.046	1,364	09/26/2017
3136G0N72	12015	FEDERAL NATIONAL MORT. ASSOC.		10/25/2012	10,000,000.00	9,892,400.00	10,000,000.00	0.700	1.029	1,393	10/25/2017
3136G0Y88	12017	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	9,913,600.00	10,000,000.00	0.500	0.990	1,407	11/08/2017
3135G0QW6	12018	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	9,823,300.00	10,000,000.00	1.000	0.986	1,407	11/08/2017
3136G04F5	12024	FEDERAL NATIONAL MORT. ASSOC.		11/21/2012	10,000,000.00	9,908,900.00	10,000,000.00	0.750	1.104	1,420	11/21/2017
3136G12J7	12027	FEDERAL NATIONAL MORT. ASSOC.		12/05/2012	10,000,000.00	9,901,600.00	10,000,000.00	0.850	0.789	1,434	12/05/2017
3136G07K1	12028	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,840,000.00	9,996,069.44	0.700	0.998	1,435	12/06/2017
3136G07K1	12029	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,840,000.00	10,000,000.00	0.700	0.988	1,435	12/06/2017
3136G12A6	12033	FEDERAL NATIONAL MORT. ASSOC.		12/13/2012	10,000,000.00	9,852,500.00	10,000,000.00	0.750	0.730	1,442	12/13/2017
3136G15C9	12035	FEDERAL NATIONAL MORT. ASSOC.		12/19/2012	10,000,000.00	9,842,300.00	10,000,000.00	0.700	1.094	1,448	12/19/2017
3136G15K1	12039	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,887,200.00	10,000,000.00	0.700	0.651	1,456	12/27/2017
3136G16W4	12040	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,859,500.00	9,998,404.44	0.650	0.645	1,456	12/27/2017
3136G1BA6	12045	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,903,800.00	9,998,367.78	0.700	1.134	1,490	01/30/2018
3136G1BD0	12046	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,816,700.00	10,000,000.00	0.750	1.031	1,490	01/30/2018
3136G1B57	12047	FEDERAL NATIONAL MORT. ASSOC.		01/30/2013	10,000,000.00	9,848,500.00	10,000,000.00	0.750	1.031	1,490	01/30/2018
3136G1CU1	12053	FEDERAL NATIONAL MORT. ASSOC.		02/22/2013	10,000,000.00	9,831,500.00	9,987,576.43	0.750	1.135	1,512	02/21/2018
3136G1DB2	12055	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,846,400.00	10,000,000.00	1.000	1.170	1,519	02/28/2018
3135G0UX9	12056	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,810,800.00	10,000,000.00	1.200	1.184	1,519	02/28/2018
3136G1F95	12057	FEDERAL NATIONAL MORT. ASSOC.		02/28/2013	10,000,000.00	9,917,700.00	9,995,841.67	0.750	1.259	1,519	02/28/2018
3135G0VG5	12058	FEDERAL NATIONAL MORT. ASSOC.		03/13/2013	10,000,000.00	9,917,300.00	10,121,800.00	1.500	1.184	1,532	03/13/2018
3136G1GS2	12060	FEDERAL NATIONAL MORT. ASSOC.		03/27/2013	10,000,000.00	9,866,200.00	10,000,000.00	1.000	0.937	1,546	03/27/2018
3136G1HB8	12061	FEDERAL NATIONAL MORT. ASSOC.		03/28/2013	10,000,000.00	9,831,000.00	10,000,000.00	0.800	1.100	1,547	03/28/2018
3136G1JT7	12073	FEDERAL NATIONAL MORT. ASSOC.		04/11/2013	10,000,000.00	9,807,000.00	10,000,000.00	0.750	1.178	1,561	04/11/2018
3136G1JY6	12077	FEDERAL NATIONAL MORT. ASSOC.		04/24/2013	10,000,000.00	9,802,200.00	9,997,843.06	0.800	1.134	1,574	04/24/2018
3136G1JY6	12078	FEDERAL NATIONAL MORT. ASSOC.		04/24/2013	10,000,000.00	9,802,200.00	10,000,000.00	0.800	1.129	1,574	04/24/2018
3136G1K99	12080	FEDERAL NATIONAL MORT. ASSOC.		04/30/2013	10,000,000.00	9,750,500.00	10,000,000.00	0.750	1.104	1,580	04/30/2018
3136G1K81	12081	FEDERAL NATIONAL MORT. ASSOC.		04/30/2013	10,000,000.00	9,791,300.00	10,000,000.00	0.750	1.104	1,580	04/30/2018
3135G0WB5	12082	FEDERAL NATIONAL MORT. ASSOC.		05/02/2013	10,000,000.00	9,763,300.00	10,000,000.00	1.200	1.110	1,568	04/18/2018
3136G1LA5	12086	FEDERAL NATIONAL MORT. ASSOC.		05/15/2013	10,000,000.00	9,818,300.00	10,000,000.00	0.500	1.126	1,595	05/15/2018
3136G1KV0	12087	FEDERAL NATIONAL MORT. ASSOC.		05/15/2013	10,000,000.00	9,784,800.00	10,000,000.00	0.750	1.090	1,595	05/15/2018
3136G1M63	12088	FEDERAL NATIONAL MORT. ASSOC.		05/22/2013	10,000,000.00	9,768,200.00	10,000,000.00	0.750	1.126	1,602	05/22/2018
3136G1VL0	13009	FEDERAL NATIONAL MORT. ASSOC.		09/27/2013	10,000,000.00	10,031,300.00	10,000,000.00	2.150	2.121	1,730	09/27/2018
3136G1YB9	13034	FEDERAL NATIONAL MORT. ASSOC.		12/27/2013	10,000,000.00	9,985,400.00	10,000,000.00	1.000	1.870	1,821	12/27/2018
		Subtotal and Average	**560,232,235.13**		**610,000,000.00**	**601,883,911.11**	**610,191,659.01**		**1.267**	**1,562**	

General Fund
Portfolio Management
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December 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Medium Term Notes											
037833AG5	12085	Apple Inc.		05/07/2013	10,000,000.00	9,983,100.00	10,034,866.69	0.516	0.429	1,583	05/03/2018
36962G4S0	10056	GENERAL ELECTRIC CAPITAL CORP		12/08/2010	10,000,000.00	10,048,500.00	9,987,289.26	0.897	1.244	637	09/30/2015
36962G4L5	11053	GENERAL ELECTRIC CAPITAL CORP		11/21/2011	10,000,000.00	10,436,200.00	10,195,719.26	3.500	2.103	544	06/29/2015
36962G5Q3	11090	GENERAL ELECTRIC CAPITAL CORP		01/31/2012	10,000,000.00	10,043,300.00	10,000,000.00	1.000	1.117	394	01/30/2015
36962G5U4	12014	GENERAL ELECTRIC CAPITAL CORP		10/22/2012	7,985,000.00	7,985,079.85	7,994,522.85	0.743	0.733	467	04/13/2015
36962G6Q2	12071	GENERAL ELECTRIC CAPITAL CORP		04/11/2013	10,000,000.00	10,060,100.00	10,038,522.90	0.843	0.647	737	01/08/2016
36962G4N1	13006	GENERAL ELECTRIC CAPITAL CORP		09/19/2013	10,000,000.00	10,076,200.00	10,055,278.59	1.015	0.660	587	08/11/2015
36962G5W0	13016	GENERAL ELECTRIC CAPITAL CORP		10/28/2013	10,000,000.00	10,279,338.89	10,318,875.59	2.300	1.299	1,212	04/27/2017
36962G6R0	13017	GENERAL ELECTRIC CAPITAL CORP		10/28/2013	10,000,000.00	10,055,555.56	10,078,408.72	1.000	0.750	737	01/08/2016
46625HJA9	11099	JP MORGAN CHASE BANK		03/09/2012	10,000,000.00	10,483,800.00	10,182,542.93	3.150	2.348	916	07/05/2016
48126EAA5	12010	JP MORGAN CHASE BANK		09/26/2012	10,000,000.00	10,143,500.00	10,093,333.48	2.000	1.706	1,322	08/15/2017
48126DW39	12089	JP MORGAN CHASE BANK		08/04/2013	10,000,000.00	9,595,500.00	10,000,000.00	1.125	1.110	1,615	06/04/2018
594918AG9	10069	Microsoft Corp		12/17/2010	10,000,000.00	10,208,300.00	9,909,051.46	1.625	2.150	632	09/25/2015
594918AV6	13023	Microsoft Corp		12/09/2013	10,000,000.00	9,865,054.17	9,944,360.57	1.625	1.722	1,800	12/06/2018
89233P4B9	11121	TOYOTA MOTOR CREDIT		05/30/2012	10,000,000.00	10,399,400.00	10,294,694.26	3.200	1.128	532	06/17/2015
94974BFK1	12075	WELLS FARGO & CO.		04/23/2013	10,000,000.00	10,055,200.00	10,000,000.00	0.869	0.872	1,573	04/23/2018
94974BEZ9	13014	WELLS FARGO BANK		10/22/2013	10,000,000.00	10,472,800.00	10,444,663.72	2.625	1.075	1,079	12/15/2016
92976GAC5	12026	WACHOVIA MORTGAGE FSB		11/30/2012	10,000,000.00	10,016,900.00	9,985,984.07	0.646	0.822	306	11/03/2014
929903DU3	12062	WACHOVIA MORTGAGE FSB		04/01/2013	10,000,000.00	9,922,400.00	9,927,775.69	0.513	0.718	1,261	06/15/2017
92976GAE1	13004	WACHOVIA MORTGAGE FSB		08/20/2013	10,000,000.00	10,951,300.00	10,926,190.27	5.600	1.297	804	03/15/2016
931142DJ9	13029	WAL-MART STORES		12/16/2013	10,000,000.00	10,003,983.33	10,081,733.14	1.950	1.835	1,809	12/15/2018
		Subtotal and Average	**203,133,476.64**		**207,985,000.00**	**211,085,511.80**	**210,493,813.45**		**1.233**	**982**	
Negotiable Certificates of Deposit											
05572W5S1	13022	BNP PARIBAS NY		12/02/2013	25,000,000.00	24,999,750.00	25,000,000.00	0.100	0.100	9	01/10/2014
89112TWY6	13024	TORONTO DOMINION BANK NY		12/09/2013	30,000,000.00	30,000,300.00	30,000,000.00	0.125	0.125	9	01/10/2014
89112TXB5	13027	TORONTO DOMINION BANK NY		12/10/2013	10,000,000.00	10,001,100.00	10,000,000.00	0.145	0.145	69	03/11/2014
		Subtotal and Average	**70,967,741.94**		**65,000,000.00**	**65,001,150.00**	**65,000,000.00**		**0.118**	**18**	
Commercial Paper Disc. -Amortizing											
0027A1AA7	13021	ABBEY NATIONAL NORTH AMERCIA		11/19/2013	30,000,000.00	29,999,100.00	29,999,100.00	0.120	0.120	9	01/10/2014
74977LF51	13026	RABOBANK USA FIN CORP		12/10/2013	10,000,000.00	9,993,888.90	9,991,388.89	0.200	0.200	155	06/05/2014
89233HBS2	13007	Toyota Motor Credit Corp		09/25/2013	20,000,000.00	19,994,088.89	19,994,088.89	0.190	0.190	56	02/26/2014
		Subtotal and Average	**57,080,354.66**		**60,000,000.00**	**59,987,077.79**	**59,984,577.78**		**0.157**	**49**	

General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	674,413.00	674,413.00	674,413.00	2.476	2.442	831	04/11/2016
		Subtotal and Average	674,413.00		674,413.00	674,413.00	674,413.00		2.442	831	
Local Agency Bonds											
13019	13019	Ackerman School District		10/31/2013	380,000.00	380,000.00	380,000.00	2.300	2.300	2,129	10/31/2019
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	79,230,785.00	79,230,785.00	79,230,785.00	4.490	4.428	8,126	04/01/2036
SYS	12090	mPower Placer		06/18/2013	2,100,000.00	2,100,000.00	2,100,000.00	0.750	0.750	198	07/18/2014
		Subtotal and Average	81,710,785.00		81,710,785.00	81,710,785.00	81,710,785.00		4.324	7,894	
Rolling Repurchase Agreements - 2											
SYS11085	11085	CANTOR FITZGERALD		01/17/2012	0.00	0.00	0.00	0.130	0.130	1	
SYS000SWEEP	SWEEP	WFB REPURCHASE-SWEEP		03/01/2012	89,352,772.45	89,352,772.45	89,352,772.45		0.000	1	
		Subtotal and Average	77,206,143.98		89,352,772.45	89,352,772.45	89,352,772.45		0.000	1	
mPower Placer											
SYS09460	09460	mPower Placer		06/24/2010	3,082,778.38	3,082,778.38	3,082,778.38	3.500	3.452	1	
		Subtotal and Average	2,634,501.64		3,082,778.38	3,082,778.38	3,082,778.38		3.452	1	
Municipal Bonds *											
12076	12076	City of Colfax		04/21/2013	1,007,134.76	1,007,134.76	1,007,134.76	0.400	0.395	180	06/30/2014
		Subtotal and Average	1,007,134.76		1,007,134.76	1,007,134.76	1,007,134.76		0.395	180	
		Total and Average	1,162,148,408.85		1,168,812,883.59	1,163,629,434.29	1,171,444,365.69		1.259	1,585	

General Fund
Portfolio Management
Portfolio Details - Cash
December 31, 2013

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			54,482,879.65	54,482,879.65	54,482,879.65		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			1,235,966.00	1,235,966.00	1,235,966.00		0.000	1
		Average Balance	0.00							1
		Total Cash and Investments	1,162,148,408.85		1,224,531,729.24	1,219,348,279.94	1,227,163,211.34		1.259	1,585

5.5.26

General Fund
Purchases Report
Sorted by Fund - Fund
December 1, 2013 - December 31, 2013

CUSIP	Investment #	Fund	Sec. Type	Issuer	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund													
05572W5S1	13022	1010	NCB	BNPPNY	25,000,000.00	12/02/2013	01/10 - At Maturity	25,000,000.00		0.100	01/10/2014	0.100	25,000,000.00
22532U2J2	13025	1010	NCB	CANYCD	30,000,000.00	12/09/2013	12/27 - At Maturity	30,000,000.00		0.100	12/27/2013	0.100	0.00
594918AV6	13023	1010	MTN	MSFT	10,000,000.00	12/09/2013	06/06 - 12/06	9,942,300.00	1,354.17	1.625	12/06/2018	1.746	9,944,360.57
89112TWY6	13024	1010	NCB	TDNY	30,000,000.00	12/09/2013	01/10 - At Maturity	30,000,000.00		0.125	01/10/2014	0.125	30,000,000.00
74977LF51	13026	1010	ACP	RABUSA	10,000,000.00	12/10/2013	06/05 - At Maturity	9,990,166.67		0.200	06/05/2014	0.200	9,991,388.89
89112TXB5	13027	1010	NCB	TDNY	10,000,000.00	12/10/2013	03/11 - At Maturity	10,000,000.00		0.145	03/11/2014	0.145	10,000,000.00
3134G47M4	13028	1010	FAC	FHLMC	10,000,000.00	12/11/2013	12/26 - 06/26	9,995,000.00	Received	1.500	06/26/2018	1.511	9,995,061.16
931142DJ9	13029	1010	MTN	WMT	10,000,000.00	12/16/2013	06/15 - 12/15	10,042,000.00	40,083.33	1.950	12/15/2018	1.861	10,081,733.14
3130A0GV6	13030	1010	FAC	FHLB	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.850	12/27/2018	1.850	10,000,000.00
3130A0GH7	13031	1010	FAC	FHLB	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.500	12/27/2018	1.889	10,000,000.00
3130A0EK2	13033	1010	FAC	FHLB	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.000	12/27/2018	2.075	10,000,000.00
3134G4QE1	13032	1010	FAC	FHLMC	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.250	12/27/2018	1.839	10,000,000.00
3134G4NX2	13035	1010	FAC	FHLMC	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.000	12/27/2018	2.031	10,000,000.00
3134G4NX2	13036	1010	FAC	FHLMC	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.000	12/27/2018	2.031	10,000,000.00
3136G1YB9	13034	1010	FAC	FNMA	10,000,000.00	12/27/2013	06/27 - 12/27	10,000,000.00		1.000	12/27/2018	1.896	10,000,000.00
				Subtotal	205,000,000.00			204,969,466.67	41,437.50				175,012,543.76
				Total Purchases	205,000,000.00			204,969,466.67	41,437.50				175,012,543.76

Received = Accrued Interest at Purchase was received by report ending date.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Williams Uniform Quarterly Complaint Report

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

One component of the Williams Settlement Legislation requires each district to submit a quarterly report to the County Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional material, teacher vacancies and misassignments, and emergency or urgent facilities issues.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the results of the Williams Uniform Complaint report.

wp/rk/factform

PCOE
GOLD IN EDUCATION
Gayle Garbolino-Mojica
County Superintendent of Schools

PLACER COUNTY OFFICE OF EDUCATION
Gayle Garbolino-Mojica, County Superintendent of Schools
360 Nevada Street
Auburn, CA 95603

Quarterly Report on Williams Uniform Complaints
[Education Code § 35186(d)(e)]

District: Western Placer Unified School

Person completing this form: Rosemary Knutson

Title: Secretary to the Superintendent

Quarterly Report Submission Date: *(Check one)*

- ☐ April — *Due: April 30th*
- ☐ July — *Due: July 31st*
- ☐ October — *Due: October 31st*
- ☒ January — *Due: January 31st*

Date quarterly report was or will be reported publicly at a regularly scheduled board meeting: 1/21/14

☒ No complaints were filed with any school in the district or with a district official during the quarter indicated above.

☐ Complaints were filed with a school(s) in the district or with a district official during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	-0-		
Teacher Vacancy or Misassignment	-0-		
Facilities Conditions	-0-		
CAHSEE Intensive Instruction & Services	-0-		
TOTALS	-0-		

Scott Leaman
Print Name of District Superintendent

Signature of District Superintendent

01/10/14
Date

Please submit to: Diane Edwards, Executive Assistant to the County Superintendent of Schools
Placer County Office of Education
360 Nevada Street, Auburn, CA 95603
(530) 889-5941 / Fax: (530) 886-5841

5.6.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Agreement for Lincoln High School and Eastbay Team Services for Purchasing of all athletic apparel and footwear July 1, 2014-June 30, 2015

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 21, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

This contract is for all athletic apparel and footwear at Lincoln High School with a term of one year beginning July 1, 2014 and ending on June 30, 2015 with an annual minimum purchase of $30,000. Purchase totals are compiled within each term period and cannot be carried over.

RECOMMENDATION:

Administration recommends that the Board ratify the consulting agreement between Lincoln High School and Eastbay Team Services.

2014/15 Lincoln High School Partnership Agreement

Term Source Code:

- **1 year agreement**
- **Agreement begins on 7/1/14 and ends on 6/30/15** (annual term period 7/1 – 6/30)
- **Annual Purchase Minimum: $30,000**
- Purchase totals are compiled within each term period and can not be carried over.

Product Rebate – "Comp Product" Source Code:

- **10% Product Rebate of the total each contract years purchases of team apparel and footwear.**
- Product rebate payout amounts are based on the *manufacturer's original list/retail price.*
- Excludes purchased totals of non-team product, reconditioning, decoration, freight and sales tax.
- "Comp product" is strictly limited to "stock" styles represented in *vendor* "TEAM" catalogs.
- Additional product purchased via player/parent programs; VIP flyers and My Team Store are excluded.

Pricing Levels – "Purchased Product"

- **40% off retail price on stock Nike, UA, Adidas "TEAM" apparel**
- **30% off retail price on stock Nike, UA, Adidas "TEAM" footwear**
- ***25% off retail price on custom Nike, UA, Adidas "TEAM" uniforms** (*applicable only if placed before first discount cut off date)
- All discountable"TEAM" products are defined as "stock" styles represented in *vendor* "TEAM" catalogs.
- The retail price is the original retail price, as shown in *vendor* "TEAM" catalogs.
- Equipment and non-team (retail) product prices to be quoted on demand and are not subject to fixed discount rates.
- Product represented at eastbay.com, eastbayteamservices.com or in any *Eastbay* catalogs are not implied as goods that qualify for fixed discounts.
- Decoration/embellishment and freight charges are not subject to fixed discounts.

Signing Bonus

- **$2,000 Product Rebate can be used up front with the first order placed** (amount will be deducted from earned totals)
- Signing bonus "comp product" is strictly limited to items found in the Vendor Team Catalog.
- No additional "comp product" will be provided until annual purchase minimum is met.

Terms and Conditions

1. School agrees to purchase all athletic apparel and footwear from Eastbay Team Services.
2. All earned "comp product" rebate amounts must be used within 30 days off each year program end date and can not be carried over.
3. Eastbay will provide free art development for logo screen printing, and free digitization of logos for embroidery for products supplied by Eastbay. In situations where significant custom artwork is requested, additional charges may be applied.
4. School will actively co-market Eastbay as an "exclusive supplier of all athletic gear", and display banners (provided by Eastbay) at all athletic facilities.
5. At Eastbay's discretion may feature school athletic staff profiles in future catalogs.
6. No Product Rebates will be given unless the account is "current" on amounts owed for delivered goods. Current is defined as having no amounts owed over 30 days from the date of invoice.
7. Any violation of these terms and conditions will nullify "comp product" rebate commitment by Eastbay.

School Name:

Signature

Audrey Kilpatrick

Name

ASB & Dpt. Business

Title

1/9/14

Date

Eastbay

Sales Manager Signature

Rep Name

Date

5.7.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline
Stipulated Expulsion Students #13-14-G,H,I,J

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Michael Doherty
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Students #13-14-G,H,I,J

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Western Placer Schools Conservation Bank

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Scott Leaman

ENCLOSURES:
Yes

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
None at this time

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

The attached is the annual monitoring report for the mitigated land contained within the School Farm.

RECOMMENDATION:

This item is for information only.

WILDLANDS

WPUSD
Received
JAN - 6 2014
DISTRICT OFFICE

LETTER OF TRANSMITTAL

TO:	FROM:
Supervisor	Jacob Robinson
COMPANY:	
Western Placer Unified School District	WILDLANDS
ADDRESS:	PROJECT NUMBER:
810 J Street Lincoln, CA 95648	
RE:	DATE:
Western Placer Schools Conservation Bank 2013 Monitoring Report	December 20, 2013

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

REMARKS:

Enclosed please find one copy of the 2013 Monitoring Report for the Western Placer Schools Conservation Bank.

Please feel free to contact me with any comments or questions at jrobinson@wildlandsinc.com or 916.435.3555.

Thank you,

Jacob C. Robinson
Senior Biologist
Wildlands

5.9.1

Western Placer Schools Conservation Bank

2013 Monitoring Report

Wildlands
3855 Atherton Road
Rocklin, CA 95765
916-435-3555
Contact: Jacob Robinson

December 2013

WILDLANDS

59.2

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59.3

INTRODUCTION

The Western Placer Schools Conservation Bank (WPSCB or preserve) is 226-acres of vernal pools, vernal swales, disturbed vernal pool/swales, seasonal wetlands, and upland habitats located in southwestern Placer County, California (**Figures 1**). The preserve is located approximately six miles southwest of the city of Lincoln and corresponds to portions of the USGS Pleasant Grove and Sheridan 7.5 minute quadrangle (**Figures 2**).

The goal of the WPSCB is to manage a vernal pool landscape so that habitat conditions benefit the continued existence and recovery efforts for the vernal pool fairy shrimp (*Branchinecta lynchii*), vernal pool tadpole shrimp (*Lepidurus packardi*), while also providing habitat for other locally important species such as the California State listed Swainson's hawk (*Buteo Swainsoni*). This report documents the seventh annual monitoring effort at the WPSCB.

HABITATS

The relatively flat landscape of the WPSCB supports 35.474-acres of vernal pools and vernal swales, 5.509-acres of disturbed vernal pools and swales, 15.362-acres of seasonal wetlands, and 169.177-acres of annual grassland (**Figure 3**).

SITE MANAGEMENT

In an effort to preserve the biological and physical characteristics of the site, management tools such as controlled livestock grazing (i.e. cattle) and mowing, may be used to promote native plant species cover and diversity. Additionally hand/mechanical removal, biological controls, herbicides, and prescribed burning maybe used as management tools to control non-native invasive vegetation, primarily yellow starthistle *(Centaurea solstitialis)* and to some extent non-native annual grasses. Management activities are described in detail in the *Western Placer Schools Conservation Bank Habitat Management Plan*, prepared by Wildlands, Inc., in 2006.

MONITORING REQUIREMENTS

The general conditions of the site are monitored quarterly (i.e., at least every three months) in order to determine the effectiveness of the management practices. General monitoring and management includes the inspection and repair of fences, fire hazard reduction, condition of signage, trash accumulation, evidence of unauthorized use by motor vehicles, checking for erosion and sedimentation, land inspection and removal of any trash or debris that may occur. The entire perimeter of the preserve shall be surveyed, as well as meandering transects through the entirety of the preserve.

Biological monitoring consists of surveys for federally listed large branchiopods, vernal pool floral inventories (with emphasis on mapping special status plant species), upland vegetation management, and long term vernal pool hydrology. A detailed monitoring schedule can be found in **Table 1.**

Baseline biological monitoring activities for invertebrate wildlife and floristic character are conducted in years 1, 3, 5, and 7 (**Table 1**) and the long-term monitoring will continue in years 10, 15, 20 and every 10 years thereafter in perpetuity. Special status plant species surveys are conducted concurrent with the vernal pool floristic surveys. Upland vegetation condition is monitored periodically throughout the growing/grazing season. Monitoring reports, summarizing the results of the monitoring effort will be written and submitted to the Agencies by December 31 in years 1, 3, 5, 7, 10, 15, 20 and every ten years thereafter in perpetuity.

All monitoring at the WPSCB is conducted by biologists who are familiar with the resources present onsite and are experienced with the appropriate sampling/monitoring techniques, as well as possess the necessary permits for such surveys.

METHODS

VERNAL POOL HYDROLOGY

Vernal pool hydrology will be monitored in long term monitoring years using aerial photographs.

LARGE BRANCHIOPOD SURVEYS

Large branchiopod sampling is conducted under the authorization of Federal Permit No. TE-035879-5 with the permission of the USFWS by Wildlands employees named on the permit.

In an effort to quantify the baseline level of vernal pool branchiopod presence on the preserve, all vernal pools on the preserve will be sampled. Because the site has numerous vernal pool features, it is not feasible to adequately characterize the invertebrate fauna in each pool during each Monitoring Year. Therefore, baseline data gathering will be conducted over a period of four years by conducting a random sub-sampling of vernal pools using two levels of stratification. Sampling will be stratified by geographic area and pool size. This will be accomplished by dividing the preserve in to four geographic quadrants and assigning each of the vernal pools within each quadrant into one of three size classes (small, medium and large) by surface area. By assigning pools to one of three size classes and randomly selecting pools for sampling from each of these size classes it ensures that the range of variability in pool size and ecological function is sampled during each baseline monitoring event.

A minimum of three visits are made each monitoring year during the wet season to sample for vernal pool fairy shrimp. Sampling consists of netting each selected pool using a standard aquatic invertebrate net with an approximate mesh size of 20 threads per inch. The net is moved through the water with a sweeping/up and down motion in an effort to adequately sample the entire water column. Large branchiopods and other aquatic invertebrates observed in the net are identified and recorded. The level of sampling effort in each area wetland is proportional to the size of the feature being sampled (e.g. if a 0.05 acre pool received 10 sweeps with the net then a 0.10 acre pool would receive 20 sweeps with the net) to insure a consistent level of sampling effort throughout the site.

VERNAL POOL FLORISTIC SURVEYS

Floristic monitoring will consist of one visit in the spring during the blooming period, generally between March and May. A subset of the vernal pools (40) will be randomly selected and then monitored using a Relevé sampling method (Mueller-Dombois and Ellenberg 1974). This set of selected pools will be monitored in perpetuity. Data collection will include: identification of all plant species observed within the vernal pool (i.e. species composition), estimates of the total vegetative cover (i.e. absolute vegetative cover), and estimated relative cover for each species (i.e. relative vegetative cover). Relative cover estimates are recorded using cover classes where 0 = 0, 1 = >0 and ≤1, 2 = >1 and ≤5, 3 = >5 and ≤ 25, 4 = >25 and ≤50, 5 = >50 and ≤75, 6 = >75 and ≤95 and 7 = > 95 percent cover. The use of cover classes simplifies the data collection process and improves sampling consistency between biological monitors.

Upland Vegetation Monitoring

Upland vegetation is evaluated throughout the year during the course of livestock management. Upland monitoring consisted of visual assessment of upland vegetation and site characteristics such as forage quantity/quality and overall forage height. Observations of thatch accumulation or the spread/colonization of noxious weeds are noted and upland vegetation management is adjusted accordingly. Populations Non-Native/Exotic Pest Plants are mapped using GPS technology to establish a baseline population size. Future mapping results are compared to the baseline area to monitor population size.

Wildlife Observations

Incidental wildlife observations are recorded throughout the course of regular site monitoring and maintenance.

RESULTS

VERNAL POOL HYDROLOGY

Vernal pool hydrology monitoring was not required in the 2013 monitoring season; hydrology monitoring will start with the onset of long term monitoring in 2016.

LARGE BRANCHIOPODS SURVEYS

Surveys for large branchiopods were conducted on January 11, February 11, and March 12, 2013. These surveys revealed the presence of vernal pool fairy shrimp in eleven different pools and vernal pool tadpole shrimp in two different pools, all on the northeastern section of the preserve (**Figure 4**). Complete large branchiopod survey data can be found in **Appendix** A.

VERNAL POOL FLORISTIC SURVEYS

Vegetation in monitored pools on site is dominated by Mediterranean barley (*Hordeum marinum*), common toad rush (*Juncus bufonius*), hawkbit (*Leontodon taraxicoides*), Italian ryegrass (*Lolium multiflorum*), hyssop loosestrife (*Lythrum hyssopfolia*) small stipitate popcornflower (*Plagiobothrys stipitatus* var. *micranthus*), vernal buttercup (*Ranunculus bonariensis*),. The absolute vegetation cover for monitored pools ranged from 45 to 60 percent with an averaged absolute cover of 54.10 percent (**Appendix B**). The number of species per pool from U.S. Corps of Engineers List of Central Valley Vernal Pool Plant Species (**Appendix C**) ranged from 1 to 18, averaging 9.44 species per pool (**Appendix B**). A complete list of plant species observed during the vernal pool floristic surveys is included in **Appendix D**.

UPLAND VEGETATION

Upland site assessments were conducted approximately twice monthly throughout the year during the course of livestock grazing management. Vegetation in the upland area on site is dominated by soft chess (*Bromus hordeaecous*), long-beak stork's-bill (*Erodium botrys*), Italian ryegrass, and medusae head (*Taeniatherum caput-medusae*). Absolute cover of upland vegetation ranged from 90 percent to 100 percent with an average absolute cover of 97.5 percent (northeastern) and 95 percent (southwestern) (**Table 2**). Biomass ranges from 250 to 2000 lbs/acre with an average biomass of 1187.5 lbs/acre (northeastern) and 1875 lbs/acre (southwestern) (**Table 2**). Standing vegetation height ranges from 1 to 11 inches with an average of 6.25 inches (northeastern) and 8.75 inches (southwestern) (**Table 2**). There were no new populations of invasive/pest species observed during the 2013 growing season. Directional photo-points of upland vegetation can be found as **Figure 5**.

ENDOWMENT FUND INCOME AND EXPENDITURE

The initial target endowment amount was $263,651.83 before CPI. In December 2013, the total project target endowment including CPI was $273,861.09. The endowment has been funded $216,658.41 as of 11/22/2013 and the total investment balance as of 10/31/2013 is $234,906.69.

FUTURE MONITORING AND MANAGEMENT

- Continued livestock grazing (i.e. Cattle) to ensure healthy upland habitats and promote native grasses.
- Large branchiopods surveys will continue in the winter of 2016.
- Floristic surveys will continue in the spring of 2016.

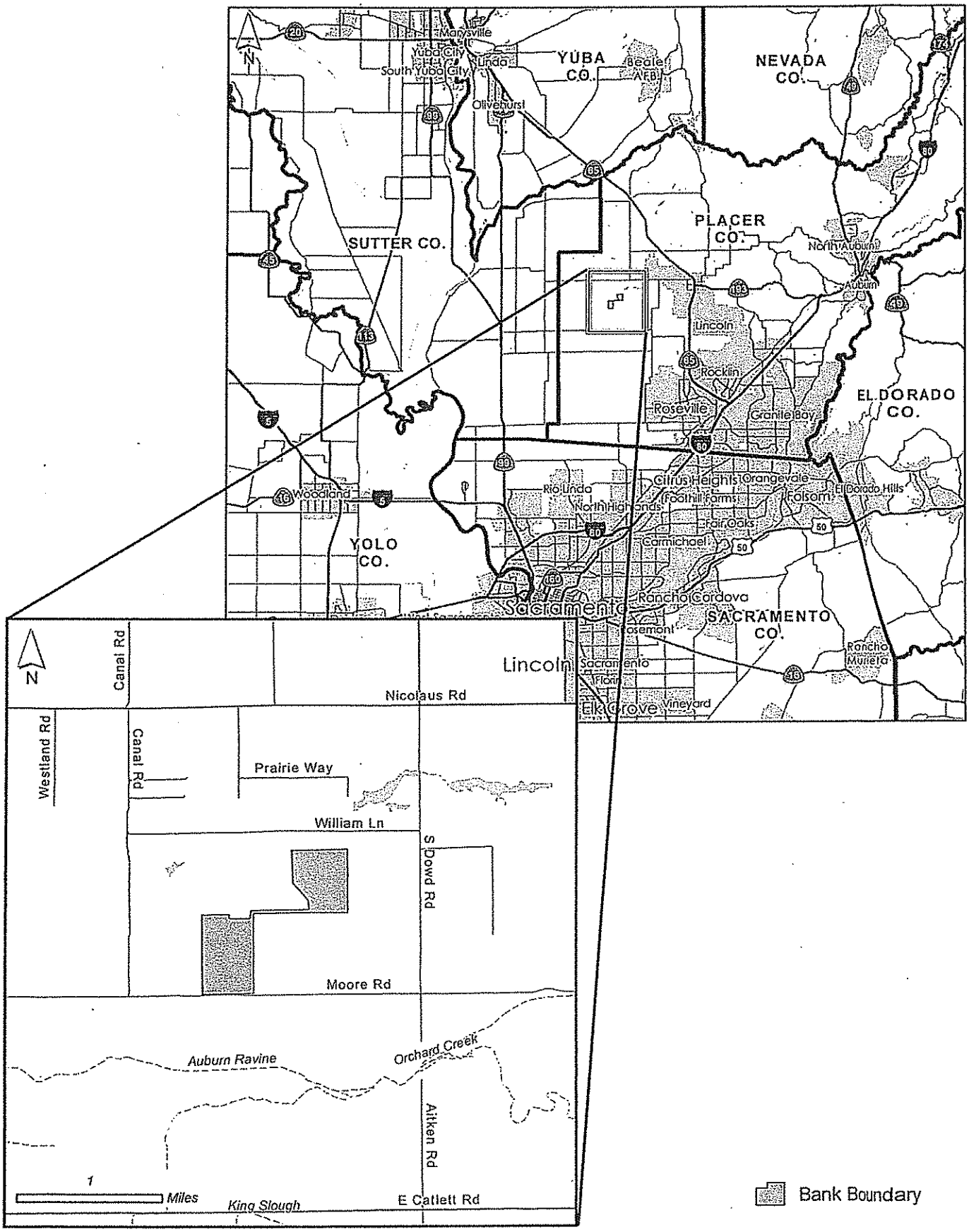
CONCLUSIONS

Overall, the management activities at the WPSCB have sustained the natural resources and habitat values in 2013. Vernal pool floristic and invertebrate surveys will continue in the 2016 monitoring season. Hydrological monitoring will take place through aerial photograph interpretation in the 2016 monitoring season. These surveys will continue to support the natural diversity of the vernal pools on site. The management and subsequent condition of the site are consistent with the habitat preservation objectives of the Western Placer Schools Conservation Bank.

LITERATURE REFERENCED

Mueller-Dombois, Dieter and Heinz Ellenberg. 1974. Aims and Methods of Vegetation Ecology. John Wiley and Sons. New York, NY.

Wildlands, Inc. 2006. Western Placer Schools Conservation Bank. Wildlands, Inc., Rocklin, CA. October 2006.

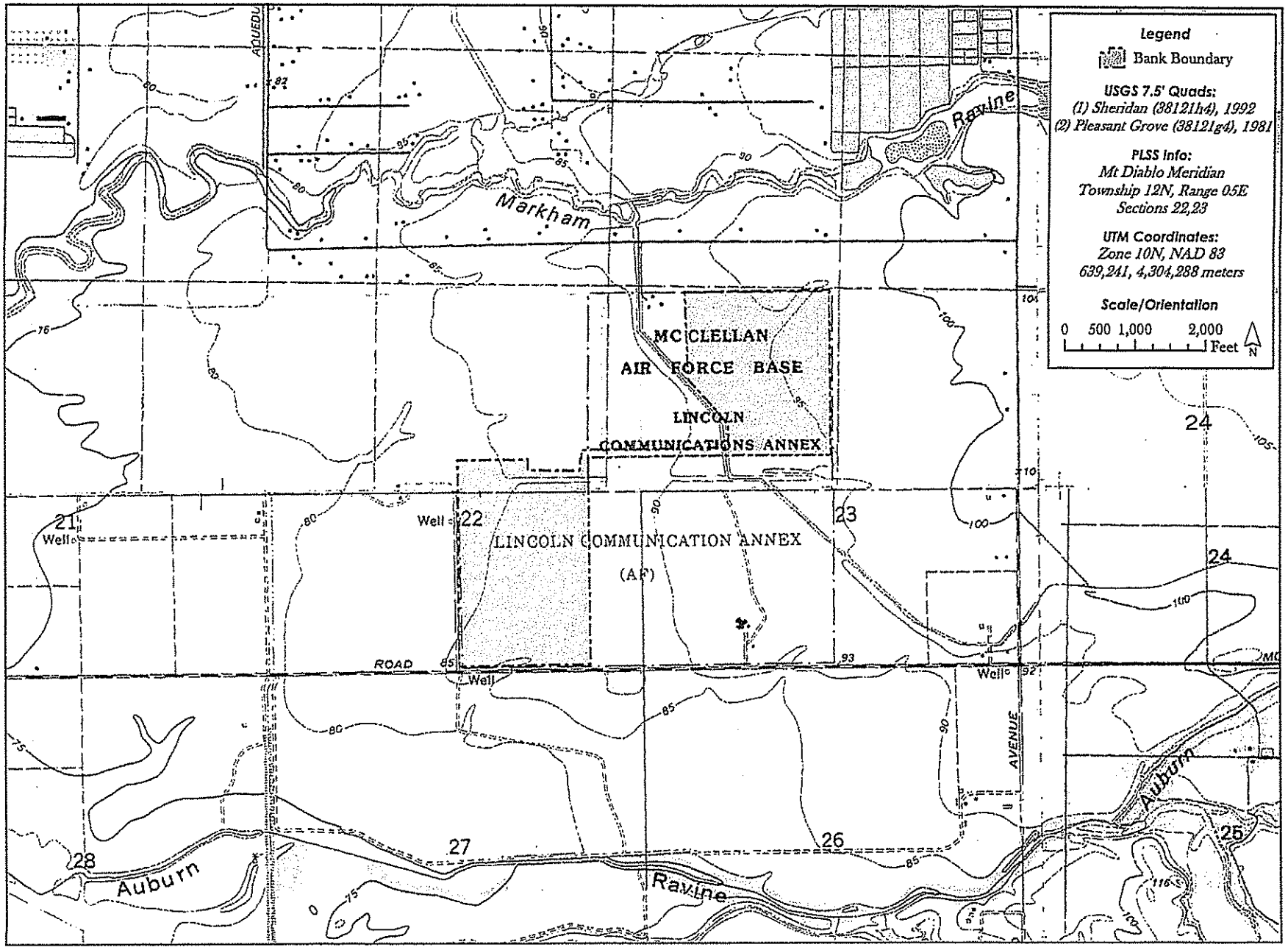


WILDLANDS

Western Placer Schools Conservation Bank
2013 Monitoring Report

Figure 1
Location

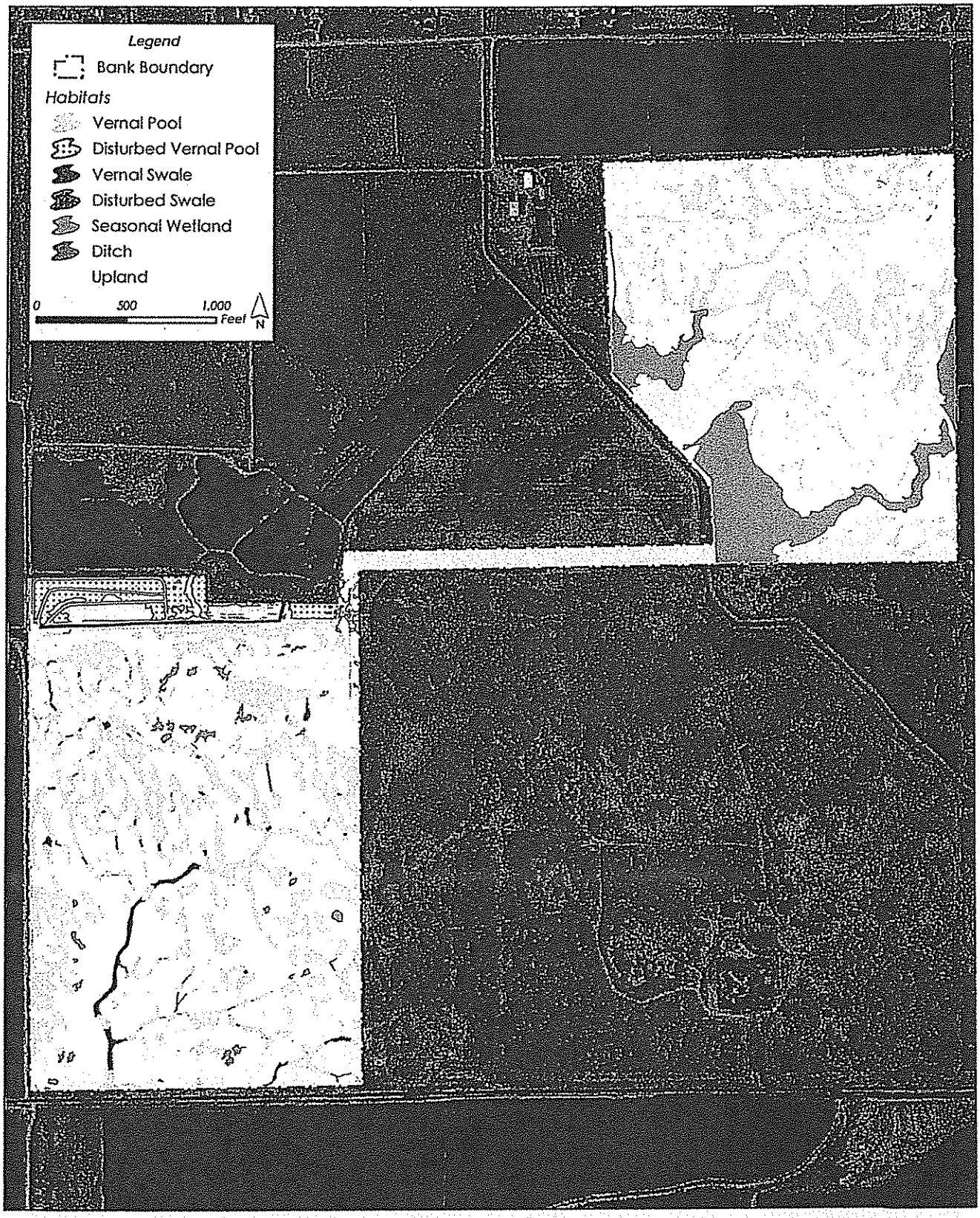
5.9.10



WILDLANDS

Western Placer Schools Conservation Bank
2013 Monitoring Report

Figure 2
Vicinity on USGS Topo Quad

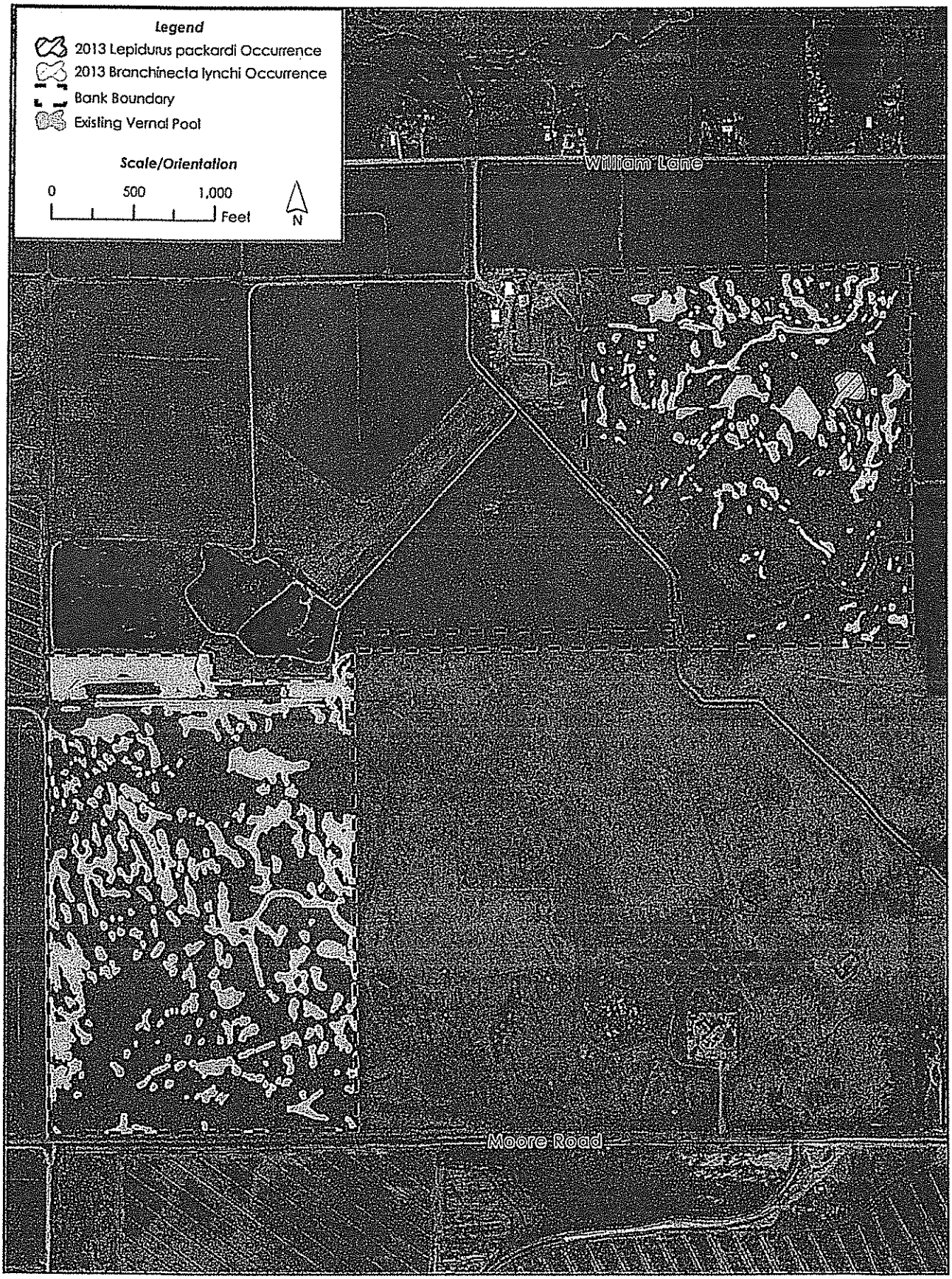


WILDLANDS

Western Placer Schools Conservation Bank
2013 Monitoring Report

Figure 3
Habitats

5.9.12



WILDLANDS

Western Placer Schools Conservation Bank
2013 Monitoring Report

Figure 4
Large Branchiopod Survey Results

5.9.13

Photo Point 1 - Looking East

Photo Point 1 - Looking North

Photo Point 1 - Looking South

Photo Point 1 - Looking West

Figure 5a
Photo Point 1 Northeast Section - June 27, 2013

Photo Point 2 - Looking East

N/A

Photo Point 2 - Looking North

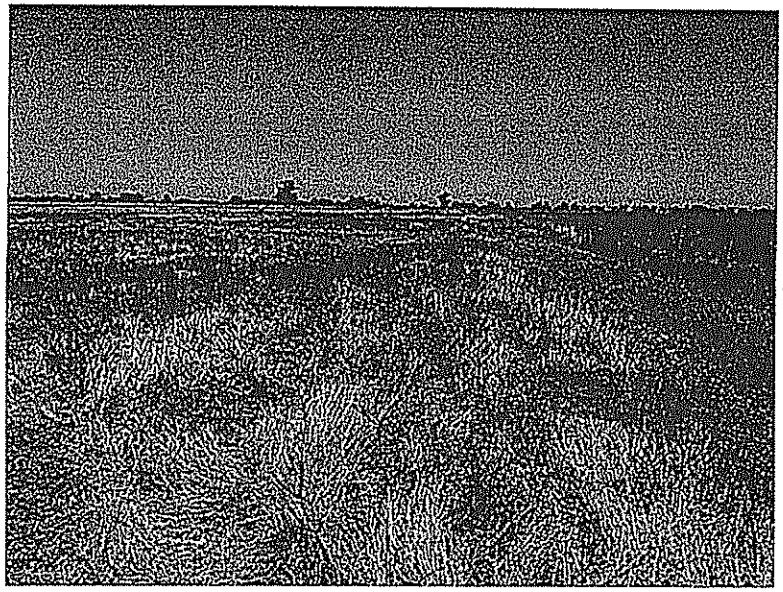


Photo Point 2 - Looking South

N/A

Photo Point 2 - Looking West

5.9.15

Figure 5b
Photo Point 2 Northeast Section - June 27, 2013

Photo Point 3 - Looking East

Photo Point 3 - Looking North

Photo Point 3 - Looking South

Photo Point 3 - Looking West

5.9.16

Figure 5c
Photo Point 3 Northeast Section - June 27, 2013

Photo Point 4 - Looking East

N/A

Photo Point 4 - Looking North

N/A

Photo Point 4 - Looking South

Photo Point 4 - Looking West

L1'6'S

Figure 5d
Photo Point 4 Northeast Section - June 27, 2013

Photo Point 1 - Looking East

Photo Point 1 - Looking North

Photo Point 1 - Looking South

Photo Point 1 - Looking West

Photo Point 2 - Looking East

Photo Point 2 - Looking North

Photo Point 2 - Looking South

Photo Point 2 - Looking West

N/A

5.9.16

Photo Point 3 - Looking East

Photo Point 3 - Looking North

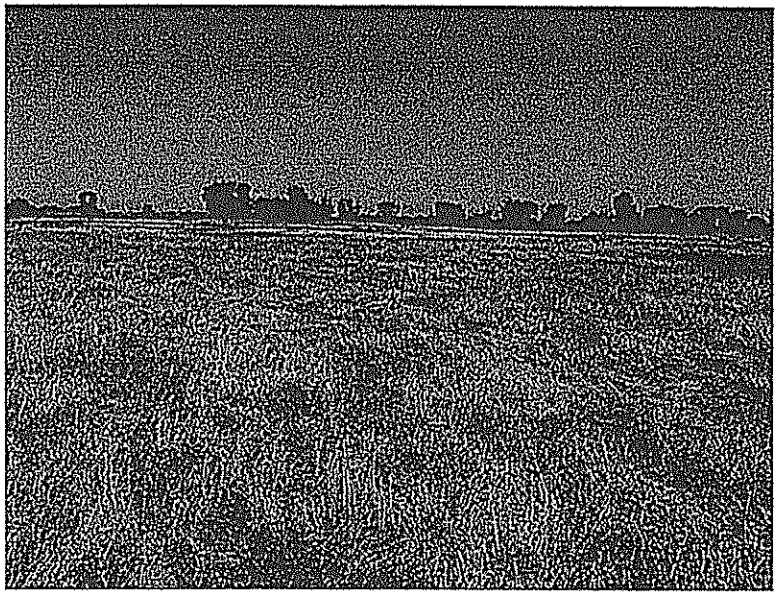


Photo Point 3 - Looking South

Photo Point 3 - Looking West

5,4,20

Figure 5g
Photo Point 3 Southwest Section - June 27, 2013

Photo Point 4 - Looking East

Photo Point 4 - Looking North

Photo Point 4 - Looking South

Photo Point 4 - Looking West

5.9.21

Figure 5h
Photo Point 4 Southwest Section - June 27, 2013

Table 1. Western Placer Schools Conservation Bank Monitoring Schedule 2013.

Monitoring Activity	Monitoring Year									
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	1	2	3	4	5	6	7	8	9	10
Hydrology - Aerial Photo										
Veg - Monitored Pools							Sp			
Invertebrates							W			
Wildlife Surveys										
Upland Vegetation							Su			
Photo Points							Su			

Current monitoring year

X Season monitored

Scheduled monitoring year

Completed monitoring

F Fall

W Winter

Sp Spring

Su Summer

5.6.22

Table 2. Upland Vegetation at Western Placers Schools Conservation Bank in 2013.

North East	Photo Point Number				
Species	1	2	3	4	
Bromus hordeaceous		4	3	4	
Cynodon dactylon	6			3	
Erodium sp.			3	3	
Holocarpha virgata		2	3		
Hordeum marinum			3	3	
Lolium multiflorum		4	3	4	
Taeniatherum caput-medusae		3	3		
Vulpia sp.	3				Average
Total Percent Cover	100	100	90	90	95
Average Veg Height (in)	1	11	7	6	6.25
Biomass (lbs/acre)	250	2000	1500	1000	1187.5
Percent Bare Ground	0	0	10	10	5

South West	Photo Point Number				
Species	1	2	3	4	
Bromus hordeaceous	4	3	3	3	
Erodium sp.	3	3	3	3	
Hemizonia fitchii			1		
Holocarpha virgata	2	3		2	
Lolium multiflorum		2	3		
Rumex sp.	2				
Taeniatherum caput-medusae	3	4	5	5	
Centaurea solstitialis	1		1		Average
Total Percent cover	100	100	100	90	97.5
Average Veg Height (in)	10	9	9	7	8.75
Biomass (lbs/acre)	2000	2000	2000	1500	1875
Percent Bare Ground	0	0	0	10	2.5

5.9.23

Appendix A.

Large Branchiopod Survey Data at Western Placer Schools Conservation Bank 2013.

5.9.24

Property Name:	Western Placer Schools																											
Investigators:	JR JM GL			Crustacea							Insecta										Mollusca			Turbellaria				
Date:	1/11/2013			Large Branchiopods							Coleoptera		Hemiptera		Mayfly	Odonata		Diptera										
Feature #	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian					
7	1	2							X														X					
8	3	4						X	X	X	X												X					
15N	10	18	Crawfish			X		X	X	X	X	X							X		X		X					
15S	3	5						X	X	X													X					
17	1	2						X	X														X					
20	2	3						X	X	X													X					
21	2	3.5							X	X													X					
24	0	T																										
28	6	9			X	X		X	X	X		X							X				X					
31	2	4						X	X														X					
32N	2	3							X	X													X					
32S	0	0																										
34	1	2						X	X	X									X				X					
39	5	8		X		X			X	X									X				X					
44	2	3						X	X														X					
47	3	5							X	X													X					
49	0	0																										
50N	1	1							X																			
50S	2	4						X	X														X					
52	1	1							X																			
58	2	4							X	X	X			X									X					
61N	2	5			X	X		X	X	X									X				X					
61S	4	7				X		X	X	X													X					
68N	4	6				X		X	X	X	X		X	X					X				X					
68S	10	15				X		X	X	X									X				X					
69	2	3						X	X														X					
75	1	2				X			X														X					
77	2	5							X														X					
80	4	5						X	X	X													X					
83	3	7				X			X	X		X											X					
86	2	3							X	X													X					
88	4	7				X			X	X													X					
90	5	7	Crawfish			X		X	X	X	X		X	X					X		X		X					
93	1	2						X															X					
94	3	6	Bullfrog tadpole			X		X	X	X	X		X	X							X		X					
94	0	T																										
97	5	7			X	X		X	X	X									X				X					
100	5	7																										

Weather Conditions: Partly Cloudy

52-25

Feature #	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Gilicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian
106 S	7.5	15	>500			X		X	X	X													
106 N	2	3			X				X														X
109	3	5			X	X			X	X	X												X
111	2	3																					X
116	2	2							X														X
118	5	8			X	X			X	X	X												X
124	8	11			X	X		X	X	X	X		X										X
127	2	3						X															X
130	0	0																					
131	5	10			X	X			X	X	X		X										X
135	7	10						X	X	X									X				X
137	12	19		X		X		X	X	X	X								X		X		X
145	3	4						X	X	X													X
150	1	2						X	X														
151	2	5							X	X													X
153	4	8			X	X			X	X	X												X
157	3	5,5	>25			X		X	X	X								X					X
159 N	4	9			X	X			X	X													X
159 S	7	10						X	X	X									X				X
160	4	6			X				X	X	X												X
161	8	12						X	X	X	X		X						X				X
166	3	6	>25			X		X	X	X	X							X					
166	5	8						X	X	X													X
167	0	0																					
169	2	4				X		X	X														X
174	3	5						X	X	X									X				X
178	2	4						X	X	X													X
181	2	3							X														X
182	2	3							X		X												X
185	2	3							X	X													X
187	1	2						X	X														X
190	4	7						X	X	X													X
192	15	22						X		X													X
193	5	8						X	X	X											X		X
197	3	5						X	X	X	X												X
202	3	6								X													X
203	5.5	11	>100			X		X	X	X								X					X
205	0	T																					
206	3	5							X	X													X
208	2	4						X	X	X													X
209	0	0																					

92, 93

Feature#	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian
210	2	4						X	X														X
217	6	10							X	X	X												X
221S	1.5	4						X	X														X
221N	0	0																					
225	0	0																					
236	0.5	1						X													X		
232	1.5	3						X															
247	1	3						X	X	X													X
248	1.5	3						X															
254	4	8						X	X									X					X
262	1.5	1						X															
270	4	9	M>10			X		X	X	X	X			X					X	X			X
275	2.5	5						X	X	X													X
276	4	10.5						X	X	X	X									X			X
277	3.5	7.5	>100			X		X	X	X									X				X
285	2	5						X	X														X
292	1	3.5						X	X	X													X
305	1	2.5						X												X			X
316	4	11.5	>50/ Freshwater Shrimp			X		X	X	X				X					X				X
319	3	7.5	>5			X		X	X	X	X		X										X
324	1	2.5																					X
329	1.5	3.5						X	X														X
330	2	5						X	X														X
331	0.5	2						X															X
336	2	4						X	X										X				X
340	4	10.5						X	X	X	X			X									X

LC 6'5

Property Name:	Western Placer Schools																								
Investigators:	JR			Crustacea							Weather Conditions:									SUNNY/CLEAR/47F					
Date:	2/11/2013			Large Branchiopods							Insecta									Mollusca			Turbellaria		
											Coleoptera		Hemiptera		Mayfly	Odonata		Diptera							
Feature #	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian		
7	0	0	DRY																						
8	0	0	DRY																						
15N	8	12	CRAWFISH			X		X	X	X	X		X									X	X		
15S	0	0	DRY																						
17	0	0	DRY																						
20	0	0	DRY																						
21	0	0	DRY																						
24	0	0	DRY																						
28	2	4				X		X	X	X	X		X									X	X		
31	0	0	DRY																						
32N	0	0	DRY																						
32S	0	0	DRY																						
34	0	0	DRY																						
39	2	4		X		X			X	X	X								X						
44	0	0	DRY																						
47	0	0	DRY																						
49	0	0	DRY																						
50N	0	0	DRY																						
50S	0	0	DRY																						
52	0	0	DRY																						
58	0	0	DRY																						
61S	4	7				X		X	X	X	X														
61N	0	0	DRY																						
68S	4	7				X			X	X	X		X	X								X	X		
68N	7	11				X		X	X	X			X												
69	0	0	DRY																						
75	0	0	DRY																						
77	0	0	DRY																						
80	0	0	DRY																						
83	0	0	DRY																						
86	0	0	DRY																						
88	0	0	DRY																						
90	0	0	DRY																						
93	0	0	DRY																						
94	0	0	DRY																						
94	0	0	DRY																						
97	2	3						X	X	X	X		X										X		
100	0	0	DRY																						

5.9.28

Feature#	AveDepth	MaxDepth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian
106S	7	10				X		X	X	X	X												
106N	0	0	DRY																				
109	0	0	DRY																				
111	0	0	DRY																				
116	0	0	DRY																				
118	0	0	DRY																				
124	2	3				X			X	X	X		X										X
127	0	0	DRY																				
130	0	0	DRY																				
131	1	2				X			X	X	X											X	
135	6	8						X	X	X	X												
137	9	14		X		X	X	X	X	X	X		X						X			X	X
145	0	0	DRY																				
150	0	0	DRY																				
151	0	0	DRY																				
153	0	0	DRY																				
157	1	2				X		X	X	X				X									
159	5	8						X	X	X	X												
159	0	0	DRY																				
160	0	0	DRY																				
161	4	7						X	X	X	X												
166N	0	0	DRY																				
166S	0	0	DRY																				
167	0	0	DRY																				
169	0	0	DRY																				
174	0	0	DRY																				
178	0	0	DRY																				
181	0	0	DRY																				
182	0	0	DRY																				
185	1	1						X															X
187	0	0	DRY																				
190	1	2						X	X	X			X										X
192	6	10				X		X	X	X													
195	0	0	DRY																				
197	0	0	DRY																				
202	0	0	DRY																				
203	5	8				X		X	X	X												X	
205	0	0	DRY																				
206	0	0	DRY																				
208	0	0	DRY																				
209	0	0	DRY																				

62 49 S

Feature #	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian
210	0	0	DRY																				
217	0	0	DRY																				
221	0	0	DRY																				
221	0	0	DRY																				
225	0	0	DRY																				
236	0	0	DRY																				
242	0	0	DRY																				
247	0	0	DRY																				
248	0	0	DRY																				
254	0	0	DRY																				
262	0	0	DRY																				
270	4	6						X	X	X	X												
275	0	0	DRY																				
276	5	7						X	X	X													
277	4	5				X		X	X	X	X												
288	0	0	DRY																				
291	0	0	DRY																				
305	0	0	DRY																				
316	6	9						X	X	X	X												
319	3	7						X	X	X	X												
324	0	0	DRY																				
329	0	0	DRY																				
330	0	0	DRY																				
331	0	0	DRY																				
336	0	0	DRY																				
340	6	10						X	X	X	X												

5.9.30

Property Name:	Western Placer Schools																									
Investigators:	JR			Crustacea							Insecta									Mollusca			Turbellaria			
Date:	3/12/2013			Large Branchiopods							Coleoptera		Hemiptera		Mayfly	Odonata		Diptera								
Feature #	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian			
7	0	0	Dry																							
8	0	0	Dry																							
15N	3	6							X	X	X			X								X				
15S	0	0	Dry																							
17	0	0	Dry																							
20	0	0	Dry																							
21	0	0	Dry																							
24	0	0	Dry																							
28	0	0	Dry																							
31	0	0	Dry																							
32N	0	0	Dry																							
32S	0	0	Dry																							
34	0	0	Dry																							
39	0	0	Dry																							
44	0	0	Dry																							
47	0	0	Dry																							
49	0	0	Dry																							
50N	0	0	Dry																							
50S	0	0	Dry																							
52	0	0	Dry																							
56	0	0	Dry																							
61N	0	0	Dry																							
61S	0	0	Dry																							
68N	1	2	Crawfosh, Freshwater Shrimp							X	X			X								X				
68S	0	0	Dry																							
69	0	0	Dry																							
76	0	0	Dry																							
77	0	0	Dry																							
80	0	0	Dry																							
83	0	0	Dry																							
86	0	0	Dry																							
88	0	0	Dry																							
90	0	0	Dry																							
93	0	0	Dry																							
94	0	0	Dry																							
94	0	0	Dry																							
97	0	0	Dry																							
100	0	0	Dry																							

Weather Conditions: Clear, 70

13-1-5

Feature #	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dytiscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian
106S	2	4				X				X												X	
106N	0	0	Dry																				
109	0	0	Dry																				
111	0	0	Dry																				
116	0	0	Dry																				
118	0	0	Dry																				
124	0	0	Dry																				
127	0	0	Dry																				
130	0	0	Dry																				
131	0	0	Dry																				
135	0	0	Dry																				
137	3	7	Carapace	X			X		X	X	X		X	X							X	X	
145	0	0	Dry																				
150	0	0	Dry																				
151	0	0	Dry																				
153	0	0	Dry																				
157	0	0	Dry																				
159N	0	0	Dry																				
159S	0	0	Dry																				
160	0	0	Dry																				
161	0	0	Dry																				
166	0	0	Dry																				
166	0	0	Dry																				
167	0	0	Dry																				
169	0	0	Dry																				
174	0	0	Dry																				
178	0	0	Dry																				
181	0	0	Dry																				
182	0	0	Dry																				
185	0	0	Dry																				
187	0	0	Dry																				
190	0	0	Dry																				
192	0	0	Dry																				
193	0	0	Dry																				
197	0	0	Dry																				
202	0	0	Dry																				
203	0	0	Dry																				
205	0	0	Dry																				
206	0	0	Dry																				
208	0	0	Dry																				
209	0	0	Dry																				

2i.h.5

Feature#	Ave Depth	Max Depth	Comments	Lepidurus packardi	Branchinecta lynchi	Linderiella occidentalis	Cyzicus californicus	Ostracods	Copepods	Cladocera	Dysuscidae	Hydrophilidae	Notonectidae	Corixidae	Ephemeroptera	Zygoptera	Anisoptera	Culicidae	Chironomidae	Lymnaeidae	Physidae	Planorbidae	Micro-turbellarian
210	0	0	Dry																				
217	0	0	Dry																				
221S	0	0	Dry																				
221N	0	0	Dry																				
225	0	0	Dry																				
236	0	0	Dry																				
212	0	0	Dry																				
247	0	0	Dry																				
248	0	0	Dry																				
214	0	0	Dry																				
262	0	0	Dry																				
270	0	0	Dry																				
275	0	0	Dry																				
276	0	0	Dry																				
277	0	0	Dry																				
286	0	0	Dry																				
292	0	0	Dry																				
305	0	0	Dry																				
316	0	0	Dry																				
319	0	0	Dry																				
324	0	0	Dry																				
329	0	0	Dry																				
330	0	0	Dry																				
331	0	0	Dry																				
336	0	0	Dry																				
340	0	0	Dry																				

5.9.33

Appendix B.

Vernal Pool Vegetation Survey Releve Data at Western Placer Schools Conservation Bank 2013.

POOL NUMBER	8NE	8SW	13	23	25	31	43	51	54	56	63	80	87	89	92	102	105	##	122	129	130	133	143	153	155	156	165	187	196	201NE	201SW	214	225	233	251	254	285	295	314
Percent Cover	50	50	55	50	55	60	45	50	50	60	60	50	50	50	60	55	60	60	50	50	60	60	55	60	60	50	55	50	55	45	55	55	45	55	55	50	60	60	55
Achyrachaena mollis																						1																	
Agrostis sp.																				1																1			
Alopecurus sacattus		2							2		2					3						3			2										1				
Anagallis arvensis					1																																		
Briza minor	1	1	1	1	1		1	1			1	1			1	1	1		1	1	1	1	1				1		1	1	1		1		1	1	1	1	1
Bromus diandrus										1																				2									
Bromus hordeaceus		1	2	2	1	2	1				1	2	1	2	2	1	1			1		2	1	1	1	2						2	2	1	1	2			1
Callitriche marginata		2							1		1		1		1	1	1									1								1					
Castilleja attenuatta	1	1	1		1	1	1	2		1	1	1	1	1	1	1		1	1	2	2		1	1		1	2		1	1	2	2		2	1	1	2	2	1
Centaurium muehlenbergii																							1													1			
Centunculus minimus		1	1	1	1	1	2		1	1	1	1	2	1	1	1	1		1	1		2	2	1	1	1	2		2	1	1	1		1	1	1	1	1	1
Cicendia quadrangularis					1		1			1									1				1																
Clarkia sp.																				1																			
Convolvulus arvensis	1														1																								
Crassula aquatica		2	1		1	1	1		1	1	1	1	1		1	1	1		1	2	1	1	1		1	1	1	1		1	1	1		1	1		1	1	1
Cuscuta sp.		3			3		2		2		3					3	3		2	2		2		1	1										2				
Deschampsia danthonioides	2		2		3		3		3	3	3		3			3	3		4	3		3	3	3	2		3	1	3								3	
Downingia bicornuta		3	1		1		1		3	1	2					2	3			1		3		2	1										1	2			
Downingia ornatissima															2	2	1			2							2		2		1			2		2		3	2
Eleocharis macrostachya	3	2	4		2		2		3	2	3		2			2	2		2			3	1	2	3	1	2	3	1		1				2				
Epilobium sp.		1							1								1			1		1		1		1			1										
Eremocarpus setigerus	1	1		1				1	1		1			1	1	1		1		1	1	1	1		1	1	1					1	1	1	1	2	2	1
Erodium botrys		1		2	1		1	2	1	2	1	2	1			1	1		1	1		1			1					1		1	2	2	2	2		2
Eryngium vaseyi	1	2		1	2	2	2	1	2	2	2		2		2	2	3		2	2	1	2	2	2	2		2		2	2	1	1		2	2	2		3	2
Geranium dissectum																						1																	
Glyceria declinata		2	3							2												2												1					
Gratiola ebracteata		3					1		2		1		2	1	1	2	1		1	2			1		1	2			1		1				1	1	1	2	1
Hemizonia sp.	1					1		1					1	2	1												1		1	1	1			1		1				
Holocarpha virgata		1		1				1	1	1		1		1				2		1			1		1	1										1	1		
Hordeum marinum	3	3	3	4	3	3	2	4	3	3	2	3		4	3	2	2	3	2	3	3	3	2	2	3	4	3	2	2	3	3	3	4	3	3	3	3	3	3
Juncus bufonius	2	3	2	3	3	3	2	2	3	2	2	3	3	2	3	2	2	2	1	2	2	2	2	2	2	2	3	1	2	3	3	2	1	3	3	2	3	3	3
Juncus capitatus	1	1		1		1	1					1		1	1				1				1		1				1				1	1		1	1	2	
Lasthenia fremontii	2		2		3		4		3	4	4		1				3		4			3	3	4	3				3								1	
Lasthenia glaberrima		2					2		3		3					1			1			3			1			4									1	
Layia fremontii										2								3																					
Leontodon taraxicoides	3	2	3		4	4	3	4	3	2	2	5	5	3	4	3	2		2	4	3	3	4	3	2	3	4	1	4	4	4	4	4	3	3	5	4	3	4
Lolium multiflorum	3	2	3		2	4	2	3	2	1	1	3	2	3	3	3	2	4	1	2	4	2	2	3	2	3	3		2	2	2	4	4	4	3	3	3	3	3
Lotus purshianus	2	1	2		1		1			1			1	1	1			1				1	1	1			2			1		1							
Lupinus sp.					1							2	1	1		1	1			1	1		1			1				1	1		1	1	1	1	1	3	1
Lythrum hyssopifolium	2	2	3		2	3	2	2	2	2	2	3	3	3	3	2	2	2	2	2	2	2	2	1	2	3	2	2	2	3	2	3	2	3	3	1	3		2
Marsilea vestida			3																																				
Mimulus tricolor									1													1																	
Myosurus minimus																									1														

POOL NUMBER	8NE	8SW	13	23	25	31	43	51	54	56	63	80	87	89	92	102	105	##	122	129	130	133	143	153	155	156	165	167	196	201NE	201SW	214	225	233	251	254	285	295	314
Navarretia leucocephala	1	1	1		3		3		3	2	3	1	3			2	3		4			2	3	3	1		1										3	
Navarretia tagetina										1					1																							
Phalaris p		1																																				
Pilularia americana	1	1							2		1		1		1	1																							1
Plagiobothrys greenei					2		2			2	2	2			1				1					1				1	1	2				2	2	1	2	1
Plagiobothrys stipitatus var. micr	1	4	2		3	2	3		3	4	3	2	2	1	2	4	3		2	4		2	3	3	4	2	2	3	3	1	3	2	1	2	3	1	1	3	3
Plantago laceolata																															1								
Poa annua			1										1											1			1	2											
Pogogyne zizyphoroides					1																								1									
Polygonum aviculare		1								1										1	1																	
Polypogon monspeliensis			3		1				3	2	1									1		3			2			3								2	
Psilocarphus brevissimus/oregonus		2	1		2		2		3	1	1	1	1		1	3	3		1	1		2			1		1			1	1				1		1
Ranunculus bonariensis	4	3	4		3	2	3		3	3	3		2	2	3	3	3	2	2	2		3	3	2	3		1	4	1		4	3		3	4	2	2	3	3
Ranunculus muricatus																															2								
Raphanus sativus																															2				1				
Rumex conglomeratus	2																																						
Rumex crispus		2														2		1	1	2			1			2		1			2	1	1	1	1	1			1
Rumex sp.			1						1																														
Spergularia sp																		1							1														
Taeniatherum caput-med		1					1	3			1		1	3		1	1	3	1		3			1	1	2			2	2		3	3	2			2	3	
Trichostema lanceolatum	1	1			1							1	1	1		1	1	1	1	1			1	1		1						1			1				
Trifolium depauperatum	2	1			1		1	2	1	1	1		1		1	1	1	2	1	1	2	2	1	2	1	1	2		1	2	2	1		2	1	1	2	2	1
Trifolium dubium	2	1	3		2	2	2		2	1	2	2	2				2		2	1		3	2	1	2		3	2	2	2			1			2		
Trifolium fragiferum																1				1														1			1		1
Trifolium hirtum	1		1								1		1								1											1						
Trifolium variegatum			1				1				1											1			2						1				1		1	
Tritelela hyacinthina	1				1		1																1		1													
Veronica peregrina														1		1													1						1				1
Veronica Sp.													2									1			1													
Vulpia sp.			1		1			1	2		1		1			1			1							1				2	1				1			

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Appendix C.

U.S. Corps of Engineers List of Central Valley Vernal Pool Plant Species.

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APPENDIX C

U. S. Army Corps of Engineers List of Central Valley Vernal Pool Plant Species

Agrostis hendersonii	*Limnanthes alba*
Alopecurus saccatus	*Limnanthes douglasii var. nivea*
Bergia texana	*Limnanthes floccosa ssp. californica*
Blennosperma nanum var. nanum	*Limnanthes floccosa ssp. floccosa*
Callitriche heterophylla	*Marsilea vestita*
Callitriche marginata	*Mimulus tricolor*
Castilleja campestris ssp. campestris	*Montia fontana*
Castilleja campestris ssp. succulenta	*Myosurus apetalus*
Centunculus minimus	*Myosurus minimus*
Chamaesyce hooveri	*Myosurus sessilis*
Crassula aquatica	*Navarretia heteranda*
Crassula saginoides	*Navarretia intertexta ssp. intertexta*
Cuscuta howelliana	*Navarretia leucocephala ssp. bakeri*
Damasonium californicum	*Navarretia leucocephala ssp. leucocephala*
Deschampsia danthonioides	*Navarretia leucocephala ssp. pauciflora*
Downingia bella	*Navarretia myersii*
Downingia bicornuta var. bicornuta	*Navarretia nigelliformus ssp. nigelliformus*
Downingia bicornuta var. picta	*Navarretia nigelliformus ssp. radians*
Downingia concolor var. concolor	*Navarretia prostrata*
Downingia cuspidata	*Navarretia tagetina*
Downingia insignis	*Neostapfia colusana*
Downingia ornatissima var. eximia	*Orcuttia inaequalis*
Downingia ornatissima var. ornatissima	*Orcuttia viscida*
Downingia pulchella	*Pilularia americana*
Downingia pusilla	*Plagiobothrys acanthocarpus*
Eleocharis acicularis	*Plagiobothrys austinae*
Eleocharis macrostachya	*Plagiobothrys bracteatus*
Epilobium cleistogamum	*Plagiobothrys humistratus*
Eryngium aristulatum var. aristulatum	*Plagiobothrys hystriculus (presumed extinct)*
Eryngium aristulatum var. hooveri	*Plagiobothrys leptocladus*
Eryngium castrense	*Plagiobothrys stipitatus var. micranthus*
Eryngium constancei	*Plagiobothrys stipitatus var. stipitatus*
Eryngium pinnatisectum	*Plagiobothrys trachycarpus*
Eryngium spinosepalum	*Plagiobothrys undulatus*
Eryngium vaseyi	*Plantago bigelovii*
Grateola ebracteata	*Plantago elongata*
Grateola heterosepela	*Pogogyne douglasii*
Hesperevax caulescens	*Pogogyne zizyphoroides*
Isoetes howellii	*Psilocarphus brevissimus var. brevissimus*
Isoetes nuttallii	*Psilocarphus brevissimus var. multiflorus*

Isoetes orcuttii	*Psilocarphus oregonus*
Juncus leiospermus var. ahartii	*Psilocarphus tenellus var. globiferus*
Juncus leiospermus var. leiospermus	*Ranunculus bonariensis var. trisepalus*
Juncus uncialis	*Sagina decumbens ssp. occidentalis*
Lasthenia chrysantha	*Sibara virginica*
Lasthenia conjugens	*Sidalcea calycosa ssp. calycosa*
Lasthenia ferrisiae	*Sidalcea hirsute*
Lasthenia fremontii	*Triteleia hyacinthina*
Lasthenia glaberrima	*Tuctoria greenei*
Lasthenia glabrata ssp. glabrata	*Tuctoria mucronata*
Layia fremontii	
Legenere limosa	
Lepidium latipes var. latipes	
Lilaea scilloides	

From: U. S. Army Corps of Engineers. 1996. *Habitat Mitigation and Monitoring Proposal Guidelines, Appendix B., Specific Guidelines for Vernal Pools.*

Appendix D.

Vernal Pool Plant Species Observed at Western Placer Schools Conservation Bank 2013.

Appendix D. Plant Species Observed During Vernal Pool Floristic Surveys at Western Placer Schools Conservation Bank 2013.

Scientific Name	Common Name	Indicator
Achyrachaena mollis	Blow wives	UPL
Agoseris glauca	Bentgrass	UPL
Alopecurus saccatus	Pacific foxtail	OBL
Anagallis arvensis	Scarlet pimpernel	FAC
Briza minor	Little quakinggrass	FACW
Bromus diandrus	Ripgut grass	FACU
Bromus hordeaceus	Soft chess	FACU
Callitriche marginata	California water-starwort	OBL
Castilleja attenuata	Valley tassels	UPL
Centaurium muehlenbergii	June centaury	FACW
Centunculus minimus	Chaffweed	FACW
Cicendia quadrangularis	Oregon Timwort	FAC
Clarkia sp.	Clarkia	UPL
Convolvulus arvensis	Bind weed	UPL
Crassula saginoides	Water pygmy-stonecrop	OBL
Cuscuta howelliana	Boggs Lake dodder	UPL
Deschampsia danthanoides	Annual hairgrass	FACW
Downingia bicornuta	Purple-horned downingia	OBL
Downingia ornatissima	Ornate downingia	OBL
Eleocharis macrostachya	Common spike-rush	OBL
Epilobium pygmaeum	Smooth spike-primrose	FACW
Eremocarpus setigerus	Dove weed	UPL
Erodium botrys	Long-beaked filaree	UPL
Eryngium vaseyi	Coyote thistle	FACW
Geranium dissectum	Dissected geranium	UPL
Glyceria declinata	Manna-grass	FACW
Gratiola ebracteata	Bractless hedge-hyssop	OBL
Hemizonia sp.	Tarplant	UPL
Holocapha virgata	Virgate tarweed	UPL
Hordeum marinum	Mediterranean barley	FAC
Juncus bufonius var. bufonius	Common toad rush	OBL
Juncus capitatus	Capped rush	FACU
Lasthenia fremontii	Fremont goldfields	OBL
Lasthenia glaberrima	Ray-less goldfields	OBL
Layia fremontii	Fremont tidy tips	UPL
Leontodon taraxacoides ssp. taraxacoides	Hairy hawkbit	FACU
Lolium multiflorum	Italian ryegrass	FAC
Lotus purshianus	Pursh's lotus	UPL
Lupinus bicolor	Bicolored lupine	UPL
Lythrum hyssopifolia	Hyssop loosestrife	FACW
Marsilea vestida	Hairy Water-Clover	OBL

Appendix D. Plant Species Observed During Vernal Pool Floristic Surveys at Western Placer Schools Conservation Bank 2013.

Mimulus tricolor	Tricolor Monkey-Flower	OBL
Myosurus minimus	Tiny Mousetail	OBL
Navarretia leucocephala	White-flowered navarretia	OBL
Navarretia tagetina	Marigold navarretia	UPL
Phalaris lemmonii	Lemmon's canary grass	FACW
Pilularia americana	American Pillwort	OBL
Plagiobothrys greenei	Greene's popcornflower	FACW
Plagiobothrys stipitatus var. micranthus	Small stipitate popcornflower	OBL
Plantago lanceolata	Narrowleaf plantain	FAC
Poa annua	Annual bluegrass	FACW
Pogogyne zizyphoroides	Sacramento mesamint	OBL
Polygonum aviculare	Yard Knotweed	FACW
Polypogon monspeliensis	Rabbitsfoot grass	FACW
Psilocarphus brevissimus	Woolly marbles	OBL
Ranunculus bonarienis var. trisepalus	Three-sepaled buttercup	OBL
Ranunculus muricatus	Spiny-Fruit Buttercup	FACW
Raphanus sativus	Wild radish	UPL
Rumex conglomeratus	Clustered dock	FACW
Rumex crispus	Curly Dock	FAC
Rumex sp.	Dock	FACW
Spergularia sp	Sandspurry	FACW
Taeniatherum caput-med	Medusa head	UPL
Trichostema lanceolatum	Vinegar weed	UPL
Trifolium depauperatum var. depauperatum	Dwarf sack clover	FAC
Trifolium dubium	Shamrock	FACU
Trifolium fragiferum	Strawberry-Head Clover	FACU
Trifolium hirtum	Rose clover	UPL
Trifolium variegatum	Whitetip clover	FACW
Triteleia hyacinthina	White triteleia	FACW
Veronica peregrina	Neckweed	OBL
Vulpia bromoides	Slender fescue	FACU

Indicator Categories (From Reed, 1988):

Obligate Wetland (OBL). Occur almost always (estimated probability >99%) under natural conditions in wetlands.

Facultative Wetland (FACW). Usually occur in wetlands (estimated probability 67%-99%), but occasionally found in non-wetlands.

Facultative (FAC). Equally likely to occur in wetlands or non-wetlands (estimated probability 34%-66%).

Facultative Upland (FACU). Usually occur in wetlands (estimated probability 67%-99%), but . occasionally found in wetlands (estimated probability 1%-33%)

Obligate Upland (UPL). Occur in wetlands in another region, but occur almost always (estimated probability >99%) under natural conditions in non-wetlands in the region specified. If a species does not occur in wetlands in any region, it is not on the National List.

Appendix E.

2013 Wildlife Heritage Oversight Monitoring Report for the Western Placer Schools Conservation Bank.

SITE MONITORING MEMORANDUM

To:	Attn: Cindy Tambini Wildlands 3855 Atherton Road Rocklin, CA 95765
Cc:	WHF property file
From:	Gaylene Tupen, Associate Biologist, WHF
Date:	October 31, 2013
Subject:	**Western Placer Schools Conservation Bank – 2013 Oversight Monitoring**

WILDLIFE HERITAGE FOUNDATION

Site

The Western Placer Schools Conservation Bank (WPSCB) is located between William Lane and Moore Road, west of the City of Lincoln, Placer County. Currently the WPSCB is managed for vernal pool biota.

Methods

On May 30, 2013, I visited the WPSCB with Jacob Robinson of Wildlands. General notes on overall conditions were taken during the site visit. Site photographs were taken at various locations using a Nikon Coolpix AW100 digital camera, and are included in Appendix A. Additional photos can be provided upon request.

Results

The WPSCB supports natural vernal pools, associated upland grassland, and scattered ephemeral drainages and swales. Vernal pool fairy shrimp (*Branchinecta lynchi*) and vernal pool tadpole shrimp (*Lepidurus packardi*) are known to occur on site.

Upland vegetation within the WPSCB consists mainly of non-native grasses and weedy forbs typical of rangeland habitats. Scattered patches of blackberry (*Rubus* sp.) grow in areas fed by irrigation runoff and along fencelines. Invasive plants including yellow starthistle (*Centaurea solstitialis*) and medusahead (*Elymus caput-medusae*) are present, but generally sparse throughout the site. Overall, the presence of invasive plants appears to be well-managed through grazing. Much of the site was dry at the time of the site visit, except for small seasonal swales fed by irrigation run-off. A small amount of windblown trash was observed adjacent to the southwestern fenceline, near Moore Road, at the time of the site visit. All fences were in good condition and signs were in place at appropriate locations.

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At the time of the site visit, cattle were present and grazing in various locations throughout the WPSCB. Various wildlife species observed on site included American kestrel (*Falco sparverius*), great blue heron (*Ardea herodias*), turkey vulture (*Cathartes aura*), northern mockingbird (*Mimus polyglottos*), western meadowlark (*Sturnella neglecta*), killdeer (*Charadrius vociferous*), California quail (*Callipepla californica*), red-winged blackbird (*Agelaius phoeniceus*), and Brewer's blackbird (*Euphagus cyanocephalus*). In addition, small flocks of tricolored blackbird (*Agelaius tricolor*) were also observed both in the northern and southern portion of the WPSCB at the time of the site visit.

Recommendations

- Continue grazing at appropriate levels throughout the WPSCB.
- Implement weed management activities as necessary.
- Remove windblown trash on a routine basis in areas adjacent to roadways, particularly in southern-most portion of the site near Moore Road.

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Appendix A. Western Placer Schools Conservation Bank

Site Photographs

Below: View of annual grassland in the northeastern portion of the Bank (Photographs taken May 30 2013).

Below: Looking north along eastern boundary of Bank (Photographs taken May 30 2013).

Below: View of dry vernal pool basins and seasonal swale in north-central portion of Bank (Photographs taken May 30 2013).

Below: Looking east from the western Conservation Bank boundary (Photographs taken May 30 2013).

5.9.47

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Comprehensive Safe School Plans

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle

ENCLOSURES:
Safe School Plans

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as well as scheduling regular safety drills to practice responses to potential fire, lock-down and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at our sites.

California Education Code Sections 32280 – 32288 requires all schools to have a comprehensive Safe School Plan which is updated annually through the School Based Leadership Team (Site Council). The Comprehensive Safe School Plan consists of ten sections, including a section for "A safe and orderly environment conducive to learning" which is also known as the Safe School Plan. The Safe School Plan includes site goals for School Climate/People/Programs and for the Physical Environment/Place.

Each of the eleven schools in Western Placer Unified School District has written, reviewed, updated and approved their plans through their SBLT's. This year, based on last year's request by the Board of Trustees, all sites' Safe School Plans are organized in a uniform manner, with the same structures and procedures for both Crisis Response and for Emergency Procedures. Newly included this year are sections on Evacuation (detailed procedures and supports for campus evacuation) and on Suicide Response (including immediate and postvention supports and procedures).

The Safe School Plans are presented to the Board of Trustees annually for approval.

ADMINISTRATION RECOMMENDATION:

Approval of Comprehensive Safe School Plans for the final three schools in WPUSD.

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

And

(Phoenix High School)

Reviewed by Site Council
(12-04-13)

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

5.10.2

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- ☐ Sites/District Office Add Their Data/Goals

5.10.3

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

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ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Cecelia Sanchez Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

5.10.5

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES		Security	2030 1st Street	645-6380
FSS		Security	1400 1st Street	645-6330
FRE		Fire	1561 Joiner Parkway	434-5255
FRE		Security		
LCE		Fire	635 Groveland Lane	434-5292
LCE		Security		
SES		Security	4730 H Street	(530)633-2591
TBE		Fire	2450 Eastridge Drive	434-5220
TBE		Security		
GEMS		Security	204 L. Street	645-6370
TBM		Fire	770 Westview Drive	434-5270
TBM		Security		
LHS		Fire	790 J Street	645-6360
LHS		Security		
PHS		Security	870 J Street	645-6395
Bus		Fire	2705 Nicolaus rd.	645-6373
Bus		Security		
ODO		Security	810 J. Street	434-5000
NDO		Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

5.10.6

Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	**Emergency only**
Ch. 2	**Transportation**
Ch. 3	**Maintenance**
Ch 4	**Food Services**
Ch 5	**Twelve Bridges M.**
Ch 6	**Sheridan**
Ch 7	**Creekside Oaks**
Ch 8	**CC Coppin**
Ch 9	**First Street School**
Ch 10	**Glen Edwards**
Ch 11	**Phoenix High**
Ch 12	**Lincoln High**
Ch 13	**Foskett Ranch**
Ch 14	**Twelve Bridges E**
Ch 15	**Lincoln Crossing**
Ch 16	**CARE (after-school)**

5.10.7

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & 1 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

5.10.8

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

5.10.10

SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

5.10.12

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

5.10.13

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

5.10.14

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

5.10.15

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

- ☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.
- ☐ Direct activities of any District Interns.
- ☐ If requested by site, contact neighboring districts and secure their assistance.
- ☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary
- ☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary
- ☐ Provide support to students and staff, if requested; assess critical situations.
- ☐ Assist site in staffing safe rooms for students and staff.
- ☐ Provide written information to parents concerning possible reactions to the event.
- ☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

5.10.16

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

5.10.17

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

5.10.18

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

- ☐ Notify employee families affected by the crisis.
- ☐ Assist site with information on personnel, including substitutes, who are present on campus.
- ☐ Contact substitutes to work upcoming days.
- ☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- ☐ Provide and maintain an updated resource guide of specialized personnel.

5.10.19

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

5.10.20

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

5.10.21

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

- ☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.
- ☐ Provide direction to Clerks re handling of Student Medication.
- ☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.
- ☐ Direct first aid station under the supervision of the Site Coordinator.
- ☐ Coordinate activities with hospital, if needed.
- ☐ Meet with parents of injured students.
- ☐ Assist school site team with parent or community meeting.

5.10.22

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

5.10.23

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	Priority One Priority Two	Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One Priority Two	Priority One - Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	Priority One - Priority Two
Sheridan School	Priority One Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One Priority Two	Priority One - Priority Two
First Street School	Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	Priority One – Priority Two	Priority One Priority Two
Foskett Ranch Elementary School	Priority One Priority Two	– Priority One Priority Two
Twelve Bridges Middle School	Priority One Priority Two	Priority One Priority Two
Lincoln Crossing Elementary	Priority One Priority Two	– Priority One Priority Two
District Office	Priority One Priority Two	– Assist at Sites

5.10.24

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

5.10.25

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

5.10.26

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

510.27

SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	[redacted]
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

5.10.28

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office using available systems (cell phone, campus phone #200, radio).
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- Lock down room- Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

5.10.29

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from district psychological support personnel
- Moderate student discussions using script provided by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed moderate student discussion using script provided by support personnel

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

EMERGENCY ALERT PROCEDURES

Office ----

1 In order to access communication with **all rooms and outside** on campus using the office phone system,

A pick up the receiver
B press "page"
C press #
D press "110" [slowly]
E after hearing feedback on the receiver, begin message

Classrooms ----

A Dial 200 to access the emergency phone

5.10.33

FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

   Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

   Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

5.10.34

EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards

3. Personnel in the building will...

   a drop -- assume a curled position on the floor or field, knees on the ground...
   b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
   c hold -- in this position for approximately five minutes or until shaking stops

4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
   1. Secure the emergency bag and emergency list
   2. Escort mobile students from the room
   3. Close and lock door
   4. Maintain control of students during the evacuation
   5. take roll of students once class has arrived at the predetermined location
   6. Await further direction

5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.

6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

5.10.35

RETURN TO BUILDING

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.

2. Immediately followed by direction from responsible adults on the yard to walk to class.

3. Teachers will meet students at the exterior door and direct them to assume safety position.

4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)

5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.

6. Immediately commence "Lock Down" procedures. (See next page.)

7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.

5.10.36

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The exterior and interior doors to the building will be locked.

   a. Staff will escort students to the nearest building and secure the door.

3. Blinds will be closed and window in the door covered if safe to do so.

4. Students will move as far away from the window as possible.

5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.

6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
   Green = all students present *(Poss. tape to window)*
   Red = there are missing students
   No card = it is not safe to put up the card

7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

5.10.37

SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The HVAC system will be shut off.

3. The exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.

5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
   Green = all students present
   Red = there are missing students
   No card = it is not safe to put up the card

6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

7. Teachers and Students will conduct instruction as usual, but will not leave building.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

5.10.38

STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

5.10.39

Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

5.10.40

Initial Crisis Response Team Meeting
Agenda

- Discuss known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
    - CRT Leader – Takes command, balances response initiatives with safety concerns; motivates responders; communicates clear directions; sizes up situation and makes rapid decisions; modifies plans as necessary
    - Public Information Officer – Superintendent or designee
    - CRT Members – Offer support; support staff/students
    -
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of **Crisis Response Team Log** when seeing students

Initial All-Staff Meeting
Agenda

- Introduce CRT members
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the **Notification of Suicide**
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
    - Share **Suicide Postvention Information** (handout for staff)
- Remind staff that all media communications are handled through the District Office (Superintendent)

5.10.41

Notification of Suicide

(To be read or paraphrased in specified classes by appropriate staff member – teacher, if comfortable, administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students*** *(change wording as needed here)* _____ has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

Each of us will react to _____'s death in our own way. Some of us may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,

I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

If you have concerns about your child's safety, please call 911 or take them to the emergency room immediately. Certain behaviors can indicate a safety concern for you child, specifically, if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

5.10.42

CRT End-of-Day Debrief
Agenda

- Include CRT members, site principal, Superintendent
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Plan End-of-Day All Staff Meeting – review agenda
- Discuss plans for next day
    - Consider mental health supports needed
    - Develop communication protocol
    - Review **Crisis Response Team Log**
    - Determine student contact follow-up needed
- Prepare **Suicide Postvention Information** to share with staff

End-of-Day All Staff Meeting
Agenda

- Offer verbal appreciation of all the staff
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss plans for next day
- Remind staff of importance of self-care
- Remind staff re dealing with media
- Determine if **Follow-Up Staff Meeting** is Needed; Schedule Meeting
- Share **Suicide Postvention Information**

Follow-Up All Staff Meeting
Agenda

- Offer verbal appreciation of all the staff
- Review event's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

Crisis Response Team Log

Date: _____ Site: _____ CRT Member: _____

Time	Student	Follow-Up Needed Y/N	Notes

5.10.44

SUICIDE POSTVENTION INFORMATION

~ For Staff ~

Procedures aimed at identifying those affected by a suicide in order to decrease negative reactions and increase adaptive copying.

Goals of Postvention

Assist survivors with the grief process
Identification and referral of students at-risk for requiring additional services
Reducing contagion
Providing appropriate information

Survivors of Suicide

Individuals directly affected by a completed suicide. Affected individuals include: family members, classmates, friends, teachers, girl/boyfriend. Survivors typically experience an array of emotional reactions:

- Shock, guilt, despair, denial, anger, disbelief, pain, shame, hopelessness, rejection, confusion, and self-blame.
- Survivors are at an increased risk of suicide contagion. Suicide Contagion is a term used to describe an increase of suicidal behaviors shortly after a completed suicide typically due to imitation. To decrease contagion, sensationalism, glorification, and romanticization should be avoided.

Providing Information

Information should be provided to facilitate understanding and clarification. When talking to students, staff should provide information simultaneously to classes. Again, factual information should be provided to eliminate sensationalization. Providing warning signs and resources within the community to parents can help with the bereavement process.

Do's & Don'ts

Memorials and funerals

Do...

Encourage affected students to attend the funeral service
Develop suicide prevention procedures, including better ways to cope with emotion.

Don't...

Send all students to funeral
Cancel or change the school schedule
Permit physical memorials on school grounds
Fly flag at half-staff, have assemblies or yearbook dedications for victim, or moments of silence.

Attending the funeral should be at the discretion of the individual students and their parents. When dealing with memorials and funerals, the goal of the school site should be to avoid sensationalization, glorification, and romanticization of the suicide death. Too much attention towards the suicide act and/or victim may lead to contagion. The school site may want to focus memorials towards providing information and support to other students experiencing grief to help prevent future suicides.

Community Resources

EAP – Employee Assistance Program – 800-932-0034 eap@acispecialtybenefits.com
Lighthouse Counseling and Family Resource Center – 645-3300
Placer County Children and Adult Systems of Care (530) 886-54501, 1-888-886-5401
Family Service Agency Suicide Prevention and Crisis Hotline (916) 368-3111
National Suicide Prevention Hotline 1-800-784-2433, 1-800-273-8255, 1-800-799-4889
National Association of School Psychologists www.nasponline.org (See PrePare materials)

5.10.45

SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making. Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

Preparing to Handle the News Media During a Crisis

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In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

5.10.47

Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

5.10.48

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

• Bad News

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls

- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school
- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third- party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

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SECTION SIX: Personnel Information

Sites to add Site Personnel Directory.

SECTION SEVEN: Safe School Plan

Sites to add Site Safe School Plan Data/Goals.

Component #1 – People & Programs

- **Data/Information**
- **Goal #1: (Students)**
- **(Additional goals if appropriate)**

Component #2 – Physical Environment

- **Data/Information**
- **Goal #1 (Place)**
- **(Additional goals if appropriate)**

5.10.54

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Sheridan Elementary

Reviewed by Site Council

December 16, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

5.10.55

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

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5.10.56

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

5.10.57

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299	[redacted]	Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Cecelia Sanchez Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

5.10.58

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine. [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES		Security	2030 1st Street	645-6380
FSS		Security	1400 1st Street	645-6330
FRE		Fire	1561 Joiner Parkway	434-5255
FRE		Security		
LCE		Fire	635 Groveland Lane	434-5292
LCE		Security		
SES		Security	4730 H Street	(530)633-2591
TBE		Fire	2450 Eastridge Drive	434-5220
TBE		Security		
GEMS		Security	204 L. Street	645-6370
TBM		Fire	770 Westview Drive	434-5270
TBM		Security		
LHS		Fire	790 J Street	645-6360
LHS		Security		
PHS		Security	870 J Street	645-6395
Bus		Fire	2705 Nicolaus rd.	645-6373
Bus		Security		
ODO		Security	810 J. Street	434-5000
NDO		Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

5.10.59

Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	**Emergency only**	**Ch 9**	**First Street School**
Ch. 2	**Transportation**	**Ch 10**	**Glen Edwards**
Ch. 3	**Maintenance**	**Ch 11**	**Phoenix High**
Ch 4	**Food Services**	**Ch 12**	**Lincoln High**
Ch 5	**Twelve Bridges M.**	**Ch 13**	**Foskett Ranch**
Ch 6	**Sheridan**	**Ch 14**	**Twelve Bridges E**
Ch 7	**Creekside Oaks**	**Ch 15**	**Lincoln Crossing**
Ch 8	**CC Coppin**	**Ch 16**	**CARE (after-school)**

5.10.60

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & 1 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

5.10.61

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

5.10.62

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

5.10.03

SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

5.10.64

SITE COORDINATOR
(Task Master)
Responsibility Checklist

CCC – Cindy Hood
COES – Emily Coffee
FSS – Bill Justice
FRES – Dan Burbage-Macaluso
LCES – Pam Soha
SES – Karen Roberts
TBES - John Kovach
GEMS - Josh O'Geen
TBMS - Randy Woods
LHS – Vicki Eutsey
PHS – Tracy Gruber

Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

5.10.65

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

5.10.06

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

5.10.67

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

5.10.68

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

- ☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.
- ☐ Direct activities of any District Interns.
- ☐ If requested by site, contact neighboring districts and secure their assistance.
- ☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary
- ☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary
- ☐ Provide support to students and staff, if requested; assess critical situations.
- ☐ Assist site in staffing safe rooms for students and staff.
- ☐ Provide written information to parents concerning possible reactions to the event.
- ☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

5.10.69

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

5.10.70

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

5.10.71

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

- ☐ Notify employee families affected by the crisis.
- ☐ Assist site with information on personnel, including substitutes, who are present on campus.
- ☐ Contact substitutes to work upcoming days.
- ☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- ☐ Provide and maintain an updated resource guide of specialized personnel.

5.10.72

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

5.10.73

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

5.10.74

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

- ☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.
- ☐ Provide direction to Clerks re handling of Student Medication.
- ☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.
- ☐ Direct first aid station under the supervision of the Site Coordinator.
- ☐ Coordinate activities with hospital, if needed.
- ☐ Meet with parents of injured students.
- ☐ Assist school site team with parent or community meeting.

S.10.75

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

5.10.76

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	Priority One Priority Two	Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One Priority Two	Priority One - Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	Priority One - Priority Two
Sheridan School	Priority One Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One Priority Two	Priority One - Priority Two
First Street School	Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	Priority One – Priority Two	Priority One Priority Two
Foskett Ranch Elementary School	Priority One Priority Two	– Priority One Priority Two
Twelve Bridges Middle School	Priority One Priority Two	Priority One Priority Two
Lincoln Crossing Elementary	Priority One Priority Two	– Priority One Priority Two
District Office	Priority One Priority Two	– Assist at Sites

5.10.77

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

5.10.78

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
    - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
    - (Goal of 1 box per 100 – 200 students)
    - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
    - SES & PHS
    - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
    - CCC, FSS, FRES
    - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
    - EACH of 4 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – F; G – L; M – R; S – Z
        - Pens/pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
    - COES, LCES, TBES, GEMS, TBMS, LHS
    - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
    - Each of 8 boxes labeled for its alpha section and contains:
        - 2 laminated ALPHA signs for its alpha section
            - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
        - Pens/Pencils & roll of tape
        - Small spiral notebook
        - Instructions
        - 4 waters, 4 vests, 2 whistles

5.10.79

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

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SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	[redacted]
BRIAN HALEY, BOARD VICE PRESIDENT	
DAMIAN ARMITAGE, BOARD CLERK	
PAUL CARRAS, BOARD MEMBER	
PAUL LONG, BOARD MEMBER	
GAYLE GAROLINO-MOJICA, PCOE	530-889-8020
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300
PGE	1 (800) 468-4743

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SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office using available systems (cell phone, campus phone #200, radio).
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- Lock down room- Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

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Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from district psychological support personnel
- Moderate student discussions using script provided by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed moderate student discussion using script provided by support personnel

Death of employee

- Same as above

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Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or

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- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

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EMERGENCY ALERT PROCEDURES

Office ----

1 In order to access communication with all rooms and outside on campus using the office phone system,

A pick up the receiver
B press "page"
C press #
D press "110" [slowly]
E after hearing feedback on the receiver, begin message

Classrooms ----

A Dial 200 to access the emergency phone

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FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

   Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

   Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

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EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards

3. Personnel in the building will...

   a drop -- assume a curled position on the floor or field, knees on the ground...
   b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
   c hold -- in this position for approximately five minutes or until shaking stops

4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
   1. Secure the emergency bag and emergency list
   2. Escort mobile students from the room
   3. Close and lock door
   4. Maintain control of students during the evacuation
   5. take roll of students once class has arrived at the predetermined location
   6. Await further direction

5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.

6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

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RETURN TO BUILDING

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.

2. Immediately followed by direction from responsible adults on the yard to walk to class.

3. Teachers will meet students at the exterior door and direct them to assume safety position.

4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)

5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.

6. Immediately commence "Lock Down" procedures. (See next page.)

7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.

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LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The exterior and interior doors to the building will be locked.

   a. Staff will escort students to the nearest building and secure the door.

3. Blinds will be closed and window in the door covered if safe to do so.

4. Students will move as far away from the window as possible.

5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.

6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
   Green = all students present *(Poss. tape to window)*
   Red = there are missing students
   No card = it is not safe to put up the card

7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

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SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The HVAC system will be shut off.

3. The exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.

5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
   Green = all students present
   Red = there are missing students
   No card = it is not safe to put up the card

6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

7. Teachers and Students will conduct instruction as usual, but will not leave building.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time

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STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL	DATE	TIME

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Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member,

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their position with the district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)
    Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

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Crisis Response Team Log

Date: _____ Site: _____ CRT Member: _____

Time	Student	Follow-Up Needed Y/N	Notes

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SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making. Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

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Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some - for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations - are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

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Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

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If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in

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the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

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Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

- **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

- **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

- **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

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- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school
- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third- party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

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Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

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1680 Duke Street, Alexandria, VA 22314.

SECTION SIX: Personnel Information

Melissa Willes	Principal
Karen Roberts	Site Secretary
Laurel Etchepare	Teacher
Brenda James	Teacher
Lynn Brown	Teacher
Karen Sherry	Cafeteria Supervisor
Wendy Meagher	Speech
Angela Button	Aide
Karla Harder	Custodian
Doris Hanoum	Playground Supervisor
Sara Hodgen	School Nurse
Dawn Evans	Parent (Site Council Chair)
Amy Kuhl	Parent (Site Council)
Kristi Herron	Parent (Site Council)

5.10.106

SECTION SEVEN: Safe School Plan

5.10.107

Comprehensive Safe School Plan 2013-2014

STUDENT DATA SUMMARY

Sheridan Elementary School

School/Site

Data Source	2011-12	2012-2013
Suspensions (number of incidents)	**0**	**0**
	0	**0**
Expulsions		

Conclusions from Data:
The current behavior plan is effective. Only two discipline citations were written in Triemester I of 2013-2014 school year. Staff and students generally treat each other with mutual respect. We will work for further proactive improvement in these areas.

We have had very few discipline issues with our K-5 population and, as a result, our suspensions have been extinguished. We will continue to offer a positive environment in which our children thrive.

Conclusions from Parent, Teacher and Student Input:

The plan is successful

Both parents and teachers agree that we have a very positive environment and agree that our data supports this statement.

5.10.108

Comprehensive Safe School Plan 2013-2014

DATA SUMMARY, continued

Sheridan Elementary School
School/Site

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline and attendance. **Data was obtained via:** **Tracking Discipline Reports** **Tracking Attendance** **Parent Surveys and Interviews**
Areas of Pride and Strength (include school programs and practices that promote a positive learning environment). We are quite proud of the way our school community works together to assure that our students achieve maximum success. Some of our outstanding programs include: • After school Program in which 68 percent of the students participate • Parent volunteers • After school tutoring • Accelerated Reader • Cross-Age tutoring • English Language Development (ELD) • Intervention Program
Areas we wish to Improve : I. We want to continue to Strengthen our School Wide Intervention program. **II.** We want to strengthen our math program

5.10.109

Comprehensive Safe School Plan 2013-2014

ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component I

Sheridan Elementary
School/Site

Component I: People and Programs (Have at least one goal, objective and activity for each component)
Goal #1 **Sheridan Elementary will offer a safe and positive environment for all students which is conducive to learning at high levels. We will increase prompt aattendance each day to promote engagement with school activites and academics.**
Objective: **Each month, we will teach, exemplify and recognize one character trait which builds a strong and positive school culture. Students will find school a safe, positive place to be where students and staff treat one another with mutual and unconditional regard. As a result, student engagement and learning will increase.**
Activity: Students will be recognized at monthly assemblies for exempifying the current character trait. Reminders and positive feedback will be given by all staff when students and staff model the desired positive character trait. Perfect Attendance will be rewarded each month and students will receive a bicycle at the end of the year for 100% attendance.

Who will take the lead	Principal
Completion Date and Budget	Ongoing
Resources Needed	Funding for aides
How we will monitor and evaluate	Principal and staff will monitor/supervise/encourage and redirect as necessary

5.10.110

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component II

Sheridan Elementary School

School/Site

Component II: Place (Have at least one goal, objective and activity for each component)
Goal #1 **Increase the safety of all students and staff through close supervision, repair and maintenance of facilities, and a throrough understanding and proactive use of crisis response plan.**
Objectives: **To create positive relationships with key community members, law enforcement and local churches to monitor the school during both school hours and non-school hours and report inappropriate activity to proper authorities.** **To educate/train all staff and parents who work with students regarding proper supervision and direction of students on campus.** **To hold monthly evacuation, fire, intruder on campus, and lock down drills.**
Activities: **Maintain close communication with community and school neighbors. Attend Sheridan Municipal Advisory Council Meetings to receive and share community news. Provide more training to staff and families regarding student supervision and campus safety. Maintain close communication with Resource Officer, Kurt Honeycutt. Work with Facilities and Maintenance Departments to repair and maintain safe school buildings and grounds.**

Who will take the lead	Principal
Completion Date and Budget	2013-2014
Resources Needed	
How we will Monitor and Evaluate	We will conduct a yearly survey of parents and students regarding safety, supervision, programs and overall environment.

5.10.111

Behavior Plan

- *The Sheridan Staff meets each trimester. Students, parents and school staff have developed the school behavior plan. The behavior plan is designed to provide logical consequences to students who break the rules as well as positive rewards for students who are able to follow the established rules. Following are the school rules: We keep our hands, feet and objects to ourselves; we conduct ourselves in a safe and orderly manner; we use walking feet and stay in designated areas; we follow directions the first time.*

- *School staff encourages the following problem solving steps: Ask the person to stop; Try to ignore it; Go somewhere else (walk away); Ask for assistance.*

- *Positive Reinforcement: The staff highlights positive behavior to encourage and instill good citizenship during a student's education at Sheridan Elementary School and beyond. The school's behavior plan is designed to positively reward students who are able to follow the established rules and set good examples for others. Following are some examples of the positive interventions that take place at Sheridan Elementary School: Reading Incentives; Verbal praise and encouragement; Extra and co-curricular activities; "Caught Being Good" Awards; Student of the Month; Helper / Special Person of the day / week; Trimester Recognition includes recognition for outstanding effort, achievement, attendance; Accelerated Reader Certificates.*

Consequences

The following classroom consequences apply when a student chooses to break a rule and as a result, receives a citation:

Citation 1:	Teacher to call parent Loss of 15 minute recess
Citation 2:	Teacher to call parent Loss of 15 minute recess and Lunch recess
Citation 3:	Teacher/Parent/Student/Principal Meeting Create Behavior Contract Loss of (3) lunch recesses
Citation 4:	Schedule Student Success Team (SST) Meeting Review Behavior Contract One day suspension
Citation 5:	Consequence decided by principal on a case by case basis

Citations are monitored, and each student gets a new start each year.

5.10.112

Suspension and Expulsion

Education Code 48900 identifies the student actions that are grounds for suspension and expulsion. Students may be suspended or expelled from school depending upon the behavior. Grounds for suspension and expulsion include but are not limited to:

- Attempts or threats actions that cause physical injury to another.
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., firearm, knife, explosive material).
- Use, sale or possession of a prohibited substance (i.e., alcohol, drug or nicotine product).
- Commits or attempts to commit robbery or extortion or knowingly receives stolen property.
- Cause or attempts to cause damage to school or private property.
- Commits an obscene act or habitual vulgarity or profanity.
- Disrupts school activity or willfully defies school personnel.
- Committed or attempted sexual assault.
- Harassment, intimidation of other students.
- Terrorist or hate threats against school officials or school property.
- Caused, attempted, threatened, or participated in an act of hate violence.

Students who choose to violate Education Code 48900 are referred to the principal or his/her designee. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914) the parent is then obligated to meet with school staff without delay.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion.

Governance Team:

The Site- Based Leadership Team and staff will monitor activities throughout the year. The Safe School Plan will be annually reviewed. The School Based Leadership Team reviews the progress and examines student data. The Child Success Team, grade level teams, and principal continually reviews student performance and assessment data.

Funds/Resources Needed to Support Implementation:

A variety of resources are used to fund the activities and programs:

- ☐ Positive Action is funded through our Site-Based Leadership Team.
- ☐ Incentive programs are funded with site and Parent Teacher Club funds.
- ☐ After school program is funded by state and grant funds.
- ☐ Student recognition is funded by site and Parent Teacher Club funds.
- ☐ Staff development and trainings are funded by site and district funds.
- ☐ Parent education activities are funded by site and Parent Teacher Club funds.

Evaluation:

5.10.113

Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, input from the intervention staff, student assessment data and referrals.

5.10.114

Timeline of Major Activities:

Activities	Frequency	A	S	O	N	D	J	F	M	A	M
Identification of at risk students for intervention	Continual	X	X	X	X	X	X	X	X	X	X
Begin Intervention Services	As-Needed	X	X	X	X	X	X	X	X	X	X
Child Success Team Meets	Continual	X	X	X	X	X	X	X	X	X	X
PLC Meets	Weekly	X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention				X	X	X	X	X	X	X	X
Discipline Committee (Staff) Meets	Conferences Quarterly		X		X			X			X
Begin School-wide Reading Program	Once Each Trimester	X			X			X			X
Positive Recognition Awards	As-Needed	X	X	X	X	X	X	X	X	X	X
Science Instruction	Weekly	X	X	X	X	X	X	X	X	X	X
Music Instruction	Grades 1-5	X	X	X	X	X	X	X	X	X	X
	Grades 1 - 5	X	X	X	X	X	X	X	X	X	X

Evaluation:
Evaluation of the programs and campus security is reviewed and monitored by the Site Based Leadership Team, staff, Student Success Team, and Discipline Committees. Parent, staff and student surveys allow input from the entire school community. Discipline and mental health referrals are monitored and assessed. The Safe School Plan is updated annually in a collaborative effort between the school communities and approved by the Site Based Leadership Team.

The students, staff and parents work together to ensure that strategies are in place to build a sense of a safe community. Students, staff and parents take pride in Sheridan Elementary School and work as a team to solve problems and improve the safety and climate of the school.

5.10.15

Timeline of Major Activities

Activities	Monthly	A	S	O	N	D	J	F	M	A	M
Communicate with parents re: drop off and pickup points.	Continual	X	X	X	X	X	X	X	X	X	X
Work with staff doing traffic supervision	Monthly	X	X	X	X	X	X	X	X	X	X
Meet with the District Safety Committee	Twice a year				X				X		
Meet with the school custodian re: safety issues	Monthly	X	X	X	X	X	X	X	X	X	X
Work with fire and law enforcement agencies re: safety	Annually			X						X	
Work with county officials on signs, and roadways	On-going										
Discipline Plan is Reviewed	Reviewed Annually										X

EVACUATION AREAS

Primary Site- (Fire Drill Route) Our primary site on campus is located on the far east side of the black top playground area (next to the grass field).

Secondary Site on Campus Alternate routes such as across the grass along the fence (east), the church on 10th street will be utilized depending on where the emergency/fire is located.

RELOCATION

Primary Off Campus Location – The Church on 10th Street.

Secondary Off Campus Location – Stewart Hall (Camp Far West Road)

LOCK DOWN

- Doors locked
- Windows/blinds closed
- Lights off
- Students on the floor out of sight of potential intruders
- Room is quiet
- Red (not all students are accounted for or emergency in classroom) or Green (all students accounted for) cards posted in the classroom window

LOCK IN

7. Doors locked
8. Windows/blinds closed
9. Students are able to work at their desks
10. Lessons as usual until an all secure signal is called

AFTERMATH

23. Prior to the end of the crisis, plans are underway to provide support to students, communicate with parents, staff and community members to get back to normal as soon as possible.

5.10.116

CRISIS RESPONSE BOX

Our crisis box is located in our school office and contains the following items:

- ☐ Map or diagram of campus with evacuation sites marked
- ☐ Student/staff emergency cards/roster
- ☐ Students/staff attendance for current day and visitor's log
- ☐ Latex gloves
- ☐ Flashlight with batteries bagged separately
- ☐ Whistle
- ☐ Two pens
- ☐ Large marker
- ☐ Small notebook and/or legal pad
- ☐ Scissors and/or utility tool
- ☐ Post it notes
- ☐ Assorted band-aids
- ☐ Other items specific to this location

FIRST ACTIONS FOR ALL STAFF

- All staff will respond to the "all call" signal and proceed to follow through to keep everyone safe and listen for instructions
- EVACUATION – Move all students to safe area
- LOCK IN / SHELTER IN PLACE – Remain indoors, doors locked, gates locked, continue teaching
- LOCK DOWN - Remain on floor indoors, (out of vision of possible intruders) door locked, drapes drawn until released by known school or uniformed officials.
- AFTERMATH – All students and staff return to site and proceed as normal. Principal will debrief staff, students, and parents as quickly as possible.
- All staff must understand their responsibilities.
- Keep plan current and review it timely (once or twice a school year). Practice safety drills multiple throughout the school year.

COMMUNICATING OUR PLAN

- Staff will be made aware of the crisis immediately through the PA system from our school office
- "9ll" will be contacted and made aware of our crisis by our office staff
- District will be contacted and made aware of the situation by our office staff
- Media to be contacted by our district office staff
- Parents will be communicated with through phone calls (if possible), news releases and media reports.
- Incident Command System (ICS) to be initiated when the crisis takes place

UPDATING THE PLAN

- The plan will be reviewed at intervals each school year to ensure that we will be prepared for a crisis if it should take place.

ACCOUNTABILITY

This plan calls for accounting for everyone on campus, including the following:

- -Students by teachers
- -Staff by office personnel
- - Visitors by office personnel
- -Should crisis occur prior to regular school hours;
  Student Monitors use check off system to account for students as they arrive at school.

5.10.117

Office Staff will be responsible for accounting for employees visitors, and students using this system.

Staff Buddy System to account for each other and notify the office if someone is missing.
Buddy System matches:
-Rooms 1, 2
-Rooms 2, 3
-Rooms 7 & Office
-Rooms 8, 9, 11, 12
-Rooms 10, 4B
-Custodial & Cafeteria
-Office staff

Visitor Log
All visitors are asked to sign the visitor's log and obtain a badge when they arrive on campus. They are asked to sign out and return the badge when they leave campus.

Staff Attendance
All staff use magnetic in/out system to account for their presence on campus. Magnetic Board is on the door to the copy/mail room in the office.

RED and GREEN Cards
Teachers use these cards to communicate at a glance the following information:
"GREEN CARD" – all is well and everyone is accounted for
"RED CARD: - Someone is missing, wounded or extra children

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)
Developed by the fire departments to give a common language and common tactics when responding to emergencies. Expanded to all government agencies in 1996. Elements of SEMS include:
-Incident Command System (ICS)
-Mutual Aid System
-Multi-Inter Agency Coordination
-Operational areas

INCIDENT COMMAND SYSTEM (ICS)
Utilize five primary emergency response functions
-Incident Commander – Management
-Operations Implements or "Doers"
-Logistic obtains resources or "Getters"
-Planning/Intelligence

5.10.118

SHERIDAN ELEMENTARY SCHOOL

How would you be willing to help in the event of a crisis?

EMPLOYEE NAME	CPR	FIRST AID	OTHER LANGUAGE (SPECIFY)	COUNSELING OTHERS	RUNNER OR GOPHER
Melissa Willes – Principal	X	X	X (Sp)	X	X
Karen Roberts – Secretary	X	X		X	X
Karen Sherry – Cook/ASP	X	X		X	X
Karla Harder - Custodian	X	X		X	X
Laurel Etchepare – K-1st Gr.					X
Gaby Sisk – 2/3rd Gr.					X
Brenda James - 4/5th Gr.	X	X		X	X
Wendy Meagher - Speech				X	
Christy Aday – Music	X	X		X	X
Angela Button – Library Tech. – Teacher Aide	X	X		X	X
Maribel Vergara - Intervention Aide			X	X	
Doris Hanoum – Campus Sup.					X
Sara Hodgen – Nurse	X	X		X	X
Will Middleton - Science	X	X		X	X
Michelle Eslinger-Preschool	X	X		X	X
Deanna Sousa – Clerk	X	X		X	X
Kathy Johnson – Preschool Aide	X	X			X
Lori Deschamps – Instructional Aide	X	X			X

5.10.119

COMPREHENSIVE SAFE SCHOOL PLAN 2013-2014

Sheridan Elementary School

School/Site

Method for Communicating Plan and Notifying Public: *Ed Code 32288*	**Date of Public Hearing** December 16. 2013 **Site of Public Hearing** Stewart Hall (Sher. MAC) The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: • Local Mayor • Representative of the local school employee organization • A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs • A representative of each teacher organization at the school site • A representative of the student body government • All persons who have indicated they want to be notified	
	The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: • A representative of the local churches • Local civic leaders • Local business organizations • In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with *Ed Code 32281*	
Review of Progress for Last Year	Name: Melissa Willes	Date:
Law Enforcement Review	Name: Lynn Harrison	Date:
Site Council Approval	Name: Kristi Herron	Date:
School Board Approval	Name:	Date:

5.10.120

BOMB THREAT REPORT FORM
YOUR SCHOOL DISTRICT

School:	Time Call Received:	Call Taken By:
Date:	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

Questions to Ask:	Exact Wording of Threat: " "							
1. When will the bomb explode?	**Caller's Voice:** (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:** (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							

5.10.21

2013 - 2014

CRISIS RESPONSE PLAN

For

Western Placer Unified School District

and

Lincoln High School

Reviewed by Site Council

December 10, 2013

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

(NOTE: The Crisis Response Plan is ONE of TEN sections of the Comprehensive School Site Safety Plan)

5.10.122

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5.10.123

SECTION ONE: Assignment and Duties

ROLE	NAME	CHAIN
Site Leader – Principal (Oversees ENTIRE Situation)	**By Site - Name/Cell** CCC – Terri Dorow – COES –Scott Pickett– FSS – Ruben Ayala- FRES–Kelly Castillo- LCES – Kevin Kurtz- SES – Kris Knutson- TBE–Rey Cubias - GEMS – Stacey Brown- TBMS–Daniela Thompson LHS – Jay Berns- PHS – Michael Doherty-	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Continuous Loop – Site Principal keeps Superintendent/DO informed & Superintendent/DO provides leadership to Site Principal Site Principal delegates to Site Coordinator so that the Site Principal is available and not tied down with a specific task
Site Coordinator (Deals with SPECIFICS/DETAILS of Situation)	CCC – Cindy Hood – COES – Emily Coffee FSS – Bill Justice – FRES – D.Burbage-Macaluso LCES – Pam Soha- SES – Karen Roberts – TBES – John Kovach GEMS–Joshua O'Geen TBMS – Randy Woods LHS – Vicki Eutsey – PHS – Mike Maul –	Site Principal→Superintendent/DO → Site Principal → Site Coordinator Site Coordinator → Site Staff CCC 645-6390 GEMS 645-6370 COES 645-6380 TBMS 434-5270 FSS 645-6330 LHS 645-6360 FRES 434-5255 PHS 645-6395 LCES 434-5292 SES 530-633-2591 TBES 434-5220
District Administrator (Coordinates all activities, rumor control, communication)	Scott Leaman, Superintendent (Mary Boyle, Deputy Supt)	Scott Leaman →Site Principal →Site Coordinator
District Office Liaison (Communicates to Depts/Sites)	Audrey Kilpatrick, Asst Supt. (Remains at DO)	Mary Boyle → District Office →Other Sites/Tech/Head Start, as appropriate
Community Liaison (Communicates to Media/Other)	Scott Leaman, Supt.	Scott Leaman →LPD, etc.
Crisis Response Team (Provides Emotional Support)	Tammy Forrest, Dir SPED → School Psychologists/Counselors →Staff/Students	Mary Boyle → Tammy Forrest →School Psychologists & Counselors
Transportation (Buses Students as Necessary)	Audrey Kilpatrick, Asst Supt → Mark DeRossett, Transportation Dir	Mark DeRossett → Kate Johnson → Bus Drivers, as needed
Maintenance & Facilities (Physical Plant/Safety Needs)	Audrey Kilpatrick, Asst. Supt. → Heather Steer, Facilities & Curtis Stizzo, Maintenance	Heather Steer & Curtis Stizzo→ Maintenance personnel as needed
Personnel (Provides Info as Needed)	Ryan Davis, Director Personnel Services	Ryan Davis → Kari O'Toole/Melissa Ramriez
Communication (2-Way Radio Support)	Audrey Kilpatrict, Asst Supt	Curtis Stizzo→Maintenance
Technology (Provides technological support)	Mary Boyle → Bob Lyons	Bob Lyons → Eli Turner → Joe Ross
Translation (Provides translation as needed)	Mary Boyle →Suzie Dollesin	Suzie Dollesin →Ramey Dern → Maria Gonzalez → Rosemary Knutson
Nursing (Provides Medical Support)	Mary Boyle → Jessica Rogers & Sara Hodgen	Jessica Rogers & Sara Hodgen → Clerks/Clerk II's

5.10.124

ESSENTIAL TELEPHONE NUMBERS

	Telephone #	Fax #	Cellular #	Other #
DISTRICT OFFICE/COMMAND CENTER Scott Leaman, Supt	645-6350	645-6356	[redacted]	
DISTRICT OFFICE LIAISON Mary Boyle	645-6350	645-6356	[redacted]	
COMMUNITY LIAISON Scott Leaman, Supt	645-6350	645-6356	[redacted]	
PERSONNEL Ryan Davis, Director	645-5293	645-6348	[redacted]	
MAINT/FACILITIES & COMMUNICATIONS Audrey Kilpatrick Heather Steer Curtis Stizzo	434-5000 434-7268 645-5100 434-5000	645-6582	[redacted]	
TRANSPORTATION Mark DeRossett Kate Johnson	645-6346 645-5171	434-3758	[redacted]	
INTEGRATED FIRE SYSTEMS, INC Emergency Page # See Page 5 for passcode	530-637-5322 866-952-6840 866-952-6840	530-637-5299		Alarm Shut-Off Info. [redacted]
TECHNOLOGY Bob Lyons Eli Turner Joe Ross	645-5715 645-4017 645-6394		[redacted]	
CRISIS RESPONSE Tammy Forrest Amy Petterson Sandi Miller Ellie Martinez Mayela Martinez Vincent Hurtado	645-6350 645-4078	645-6356	[redacted]	[redacted]
NURSING Sara Hodgen Jessica Rogers	645-6360 434-5270		[redacted]	
TRANSLATION Cecelia Sanchez Maria Gonzalez Rosemary Knutson Melissa Ramirez	645-6350 645-6350 645-6350 645-5293		[redacted]	

5.10.125

December 10, 2010 Accessing Alarm Account History

On the Internet, type in [redacted] in the address line.

Using all CAPITAL letters, enter the site account # that you want to access.

For the password, enter your pre-established password or use mine. [redacted]

Hit the enter button.

A list of responsible parties for the site will come up on the screen.

To the left you will see a tab that says "Recent History". Left click on that tab.

You should now be able to view and print every event that has come through to the monitoring company in the last few months.

To exit, go to the tab in the upper right corner. You can then log in again to see another site if you like. If not, just close the Internet window.

Site	Account#	Type	Address	Phone
CCC	[redacted]	Security	150 E. 12th Street	645-6390
COES		Security	2030 1st Street	645-6380
FSS		Security	1400 1st Street	645-6330
FRE		Fire	1561 Joiner Parkway	434-5255
FRE		Security		
LCE		Fire	635 Graveland Lane	434-5292
LCE		Security		
SES		Security	4730 H Street	(530)633-2591
TBE		Fire	2450 Eastridge Drive	434-5220
TBE		Security		
GEMS		Security	204 L. Street	645-6370
TBM		Fire	770 Westview Drive	434-5270
TBM		Security		
LHS		Fire	790 J Street	645-6360
LHS		Security		
PHS		Security	870 J Street	645-6395
Bus		Fire	2705 Nicolaus rd.	645-6373
Bus		Security		
ODO		Security	810 J. Street	434-5000
NDO		Security	600 6th Street	645-6350

[redacted] Password to place on test or to call in a false alarm

5.10.126

Using Your ICOM or KENWOOD Radio

April 3, 2013

These radios have been programmed to communicate with the base stations at all sites.

Do not set your radio to Channel 1.
This Channel is designated for EMERGENCIES ONLY.

Keep your radio charged up, but not left in the charger for more than 24 hours.

Turn on the radio, (top of radio, dial knob on the right.). Turn the volume up, (same knob)

Make sure your channel is set to the site assigned channel. (Either dial knob on top or scroll arrows on the face of the radio.)

Depress the "push-to-talk" button and hold it down until you finish talking. Release the talk button and wait for a response.

To talk to another site, use the channel assignment below

Ch. 1	**Emergency only**
Ch. 2	**Transportation**
Ch. 3	**Maintenance**
Ch 4	**Food Services**
Ch 5	**Twelve Bridges M.**
Ch 6	**Sheridan**
Ch 7	**Creekside Oaks**
Ch 8	**CC Coppin**
Ch 9	**First Street School**
Ch 10	**Glen Edwards**
Ch 11	**Phoenix High**
Ch 12	**Lincoln High**
Ch 13	**Foskett Ranch**
Ch 14	**Twelve Bridges E**
Ch 15	**Lincoln Crossing**
Ch 16	**CARE (after-school)**

5.10.127

OTHER DISTRICT NUMBERS

CARE (After School Program)
- Lauren Quinn, Director [redacted] (cell) 645-5135 (office)
- FSS 434-5038
- GEMS 645-4020
- SES 530-633-8119

HEAD START PRESCHOOL
- CCC 645-1051
- Infant/Toddler Center 434-3705 (Next to Phoenix High School)
- FAX 434-3706

WPUSD PRESCHOOL
- 1ST & 1 645-1772
- SES 530 633-2591
- CCC 916-645-6390, ext 37

STAR
- Creekside Oaks 434-8085
- Twelve Bridges 434-6542
- Lincoln Crossing 409-0797
- Foskett Ranch 434-5884
- FRES Preschool 632-8417

CAFETERIA
- GEMS – Food Director 645-6373
- LHS – Dawn 645-6365
- CCC - Kitchen 645-6392
- Cafeteria Clerk 645-6375
- GEMS Cafeteria Clerk 645-4054
- FSS Cafeteria Clerk 434-7283
- TBE Cafeteria Clerk 434-5212
- TBM Cafeteria Clerk 434-5269

TECHNOLOGY 434-3737
- Bob Lyons [redacted] (cell) 645-5175
- Eli Turner [redacted] (cell) 645-4017
- Joe Ross [redacted] (cell)
- Chuck Youtsey 434-3737 [redacted] (cell)
- Gordon West 201-9282 [redacted] (cell)
- Anayat Sharifie 434-3737 [redacted] (cell)

LIGHTHOUSE COUNSELING & FAMILY RESOURCE CENTER 645-3300 Fax – 434-3735

DISTRICT OFFICE EXTENSIONS

101	Denise Arger, Receptionist		118	Roberta Giles, Special Ed. Clerk
102	Allison North, Sub Caller		119	
103			120	Remey Dern, Interventions Secretary
104	Rosemary Knutson , Superintendent Secretary		121	Stacie Wyatt, Account Technician
105/106	Scott Leaman, Superintendent		122	Tammy Sommer, Account Technician
107	Mary Boyle, Deputy Supt. Educational Services		123	Bonnie Pellow, Account Technician
108	Maria Gonzalez, Admin Assist Ed. Services		124/125	
109	Audrey Kilpatrick, Asst. Supt. Business		126	Debbie McKinnon, Payroll Technician
110	Carrie Carlson, Dir. of Business		127	Rhia Zinzun, Payroll Technician
111	.		128	Melissa Ramirez, Personnel Technician
112	Ryan Davis, Director Personnel Services		129	Kari O'Toole, Personnel Technician
113			130	
114	Suzie Dollesin, Program Specialist Interventions		131	Heather Steer, Facilities Planner
115	Amy Pettersen, Program Specialist Spec. Ed		135	Lauren Quinn, CARE Program
116	Tammy Forrest, Dir. of Special Education		137	
117	Diane Metzler, Secretary Special Education		138	

5.10.128

DISTRICT ADMINISTRATOR
Responsibility Checklist

Superintendent Leaman/Deputy Superintendent Boyle

Basic Duties: Oversees coordination of all activities; makes decisions re evacuation off-campus

- ☐ **CONFIRM FACTS** Obtains accurate information about the total situation. Determines the degree of impact.
- ☐ Works with principal to decide whether to evacuate off campus.
- ☐ Works with principal to convene the **Crisis Response Team.**
- ☐ Works with District Office Liaison to set up a **Community Bulletin Board/Communications** at District Office.
- ☐ Authorizes Board members to be contacted.
- ☐ Notifies City Manager of situation.
- ☐ Goes to school site.
- ☐ Contacts own family to assess their safety and to inform them of situation.
- ☐ Works with site team to support resolution activities.
- ☐ Works with District Liaison to communicate with District Office staff to update information and to provide support.
- ☐ Updates Board members.
- ☐ Approves communication to parents emphasizing the positive.
- ☐ Assists the site with evaluation of the event and the response.
- ☐ Plans and sends appreciations to people who helped: letter to the editor, potluck, etc. is appropriate to retain a feeling of community.
- ☐ Conducts debrief after the event.

5.10.129

DISTRICT OFFICE LIAISON
Responsibility Checklist

Assistant Superintendent, Audrey Kilpatrick

Basic Duties: Coordinates all activities at the District Office location.

- ☐ Confirms situation with Superintendent.
- ☐ Sets up and organizes District Command Center (Business Office)
- ☐ Notifies Transportation, Maintenance, Personnel, and Communication, where necessary.
- ☐ Screens calls to Superintendent's Office. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Provides updates to Board members. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Updates voicemail message on district phones. Delegates to the Superintendent's and Deputy Superintendent's Secretary/Admin Assistant.
- ☐ Notifies and updates all sites of the situation.
- ☐ Advises other districts of situation, if required.
- ☐ Notifies the Placer County Office of Education, if warranted.
- ☐ Coordinates repairs, if needed.
- ☐ Contacts insurance carrier

5.10.130

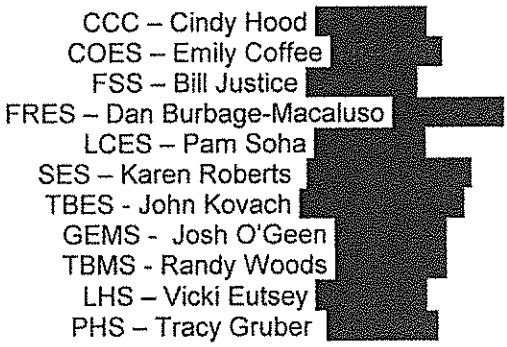
SITE LEADER - PRINCIPAL
Responsibility Checklist

Basic Duties: Oversees entire situation on site; works with Superintendent to make decisions.

- ☐ Principal deals directly with District Office/Community coordination.
- ☐ Principal makes necessary decisions in consultation with District Office.
- ☐ Principal notifies local law enforcement/fire department when deemed appropriate.
- ☐ Principal works with District Administrator to activate Crisis Response Team (School psychs/counselors)
- ☐ Principal oversees entire operation and respond as needed, confident the entire operation is coordinated, organized and under the control of a competent Site Commander.
- ☐ Principal trouble shoots based on developing circumstances.
- ☐ Principal works with District Office re media operations/ communications.
- ☐ Principal works with emergency personnel.
- ☐ Principal accompanies students and faculty to a safe evacuation site if deemed appropriate.
- ☐ Principal is efficient/flexible/available to make decisions and communicate – not tied to a specific task.

5.10.131

SITE COORDINATOR
(Task Master)
Responsibility Checklist



Basic Duties: Coordinate all activities at the incident site.

- ☐ Directs activities of **Site Command Center**
- ☐ Alerts Teachers as required
- ☐ Ensures Staff are at required positions with equipment/information necessary to complete tasks
- ☐ Assigns additional duties to available staff and direct site operation
- ☐ Communicates with nursing staff and Crisis Response Team, as needed
- ☐ Communicates with Transportation, Food Services, as necessary
- ☐ Organizes and coordinates all necessary activities at site.
- ☐ Requests added personnel from Personnel Officer.
- ☐ Works with Site Principal to advise parents of early dismissal of students, if necessary.
- ☐ Provides information to Superintendent/media spokesperson regarding early dismissal of Students and other information, if/as necessary

DESIGNATED SECONDARY PERSON IN CASE THE PRINCIPAL OR SITE COORDINATOR IS UNAVAILABLE

NAME CELL #

CCC – Teresa Avelar – [redacted]

COES – Annie Larsen [redacted]

FSS – Norma Lázaro – [redacted]

FRES – Katrina Moddelmog [redacted]

LCES – Irma Balonek- [redacted]

SES – Mike Maul – [redacted]

TBES – Corie Volmer [redacted]

GEMS – Debra Morrison [redacted]

TBMS – Todd Boynton [redacted]

LHS – Barbara Green – [redacted]

PHS – Clint Nelson – [redacted]

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- ☐ Secure your classroom - lock doors, close windows and shades/blinds.
- ☐ Attempt to keep the student calm
- ☐ Provide first aid where necessary
- ☐ (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- ☐ Place color card in the window
  - Green = all safe
  - Red = CRITICAL - need help - injury - missing student
- ☐ Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- ☐ Quickly, yet orderly, escort students to safe area as designated in Site Plan
- ☐ Take record book, student information cards, color warning cards
- ☐ Take attendance when safe site is reached
- ☐ STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- ☐ Report directly to identified areas to secure the campus
- ☐ Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

(SEE PAGE 24 – LIST OF OFF CAMPUS SITES)

COMMUNITY LIAISON
Responsibility Checklist

Superintendent, Scott Leaman

Basic Duties: Your position is to coordinate all activities at the community level.

- ☐ Act as media spokesperson.
- ☐ Coordinate with District Office Liaison and Administration
- ☐ Work with site team members to advise parents.
- ☐ Be in communication with site level person at hospital.
- ☐ Be in contact with City Council and Local Officials, as needed
- ☐ Relay information about hospital victims to **District Office Command Center.**
- ☐ At Site Administrator's request, take a leadership role in conducting parent and community meetings.
- ☐ Contact radio, television, newspapers, as deemed appropriate.
- ☐ If requested by site, coordinate a community resource response.
- ☐ Plan with Site Principal and Crisis Response Team for a community meeting, if needed.

5.10.135

CRISIS RESPONSE TEAM
Responsibility Checklist

Tammy Forrest
Amy Pettersen

Basic Duties: Your main function is to organize and dispatch members of the Crisis Response Team to the appropriate incident site.

Crisis Response Team Members: (School Psychologists and School Counselors)
Tammy Forrest, Amy Pettersen, Sandy Miller, Ellie Martinez, Mayela Martinez, Vincent Hurtado, Janice Giorgi, Victoria Galvan, Liz Wilson, Tom Kelly, Lisa Noma, Mary Lou Resendes, Terry Thickens

- ☐ At request of site Crisis Response Support Team Leader, contact community mental health resources.
- ☐ Direct activities of any District Interns.
- ☐ If requested by site, contact neighboring districts and secure their assistance.
- ☐ Contact Placer/Sacramento County law enforcement chaplaincy, as necessary
- ☐ Contact Placer/Sacramento County Department of Mental Health to alert the Critical Incident Stress Management Team, as necessary
- ☐ Provide support to students and staff, if requested; assess critical situations.
- ☐ Assist site in staffing safe rooms for students and staff.
- ☐ Provide written information to parents concerning possible reactions to the event.
- ☐ Be available for consultation to site as they conduct follow-up activities in the weeks to come.

5.10.136

TRANSPORTAION
Responsibility Checklist

Mark DeRosset/Kate Johnson

Basic Duties: Coordinate all transportation needs surrounding the incident.

- ☐ Work with dispatcher to contact bus drivers, if necessary.
- ☐ Advise Mid Placer Transportation of situation and coordinate resources, if necessary.
- ☐ Advise drivers of staging areas and routes.
- ☐ Assign mechanics and available maintenance staff to work with Lincoln PD (if available) to block and direct traffic to allow buses to safely enter and exit designated pick-up area.
- ☐ Provide evacuation to secondary site, if necessary.
- ☐ Provide early transportation home to regular bus drivers as necessary.
- ☐ Check off names of students on bus rosters as they reach exit gate; have mechanic escort them to proper buses.

5.10.137

MAINTENANCE/FACILITIES
Responsibility Checklist

Curtis Stizzo
Heather Steer

Basic Duties: Provide all necessary support as deemed appropriate

- ☐ Accompany Superintendent to incident site.
- ☐ Provide blueprints and any other technical data of the site.
- ☐ Designate staff to bring extra communication equipment to the sites.
- ☐ Assist emergency services personnel with information about the site.
- ☐ Provide any required resources to emergency personnel.
- ☐ Provide support in establishing site command center.
- ☐ Coordinate repairs.

S.10.138

PERSONNEL
Responsibility Checklist

Ryan Davis, Director of Personnel

Basic Duties: Identify district personnel who can be of assistance during the crisis.

- ☐ Notify employee families affected by the crisis.
- ☐ Assist site with information on personnel, including substitutes, who are present on campus.
- ☐ Contact substitutes to work upcoming days.
- ☐ Assist in coordination of specialized personnel to incident, per request of Command Center or District Liaison.
- ☐ Provide and maintain an updated resource guide of specialized personnel.

COMMUNICATION
Responsibility Checklist

Curtis Stizzo

Basic Duties: Provide the most effective form of communication to the incident site under the circumstances.

- ☐ Work with Telephone Company, as necessary.
- ☐ Update voice mail message, as appropriate.
- ☐ Keep sites updated on telephone status.
- ☐ Coordinate use of District's 2-way radio system and all phone contacts.

5.10.140

TECHNOLOGY
Responsibility Checklist

Bob Lyons

Basic Duties: Provide access to electronic communications services.

- ☐ Provide information on mass messaging – email, voicemail, text.
- ☐ Work with Site Leader to coordinate messaging.
- ☐ Work with sites to provide access to Student Management System (AERIES)
- ☐ Assist with technology needs.

5.10.141

DISTRICT NURSE
Responsibility Checklist

Jessica Rogers R.N. & Sara Hodgen R.N.

Basic Duties:

Provide the best possible first aid service to the incident site as circumstances permit.

- ☐ At request of Site Coordinator report to site and establish a first aid station area; ensure adequate adult assistance.
- ☐ Provide direction to Clerks re handling of Student Medication.
- ☐ Provide direction and support to Clerks re reviewing Student Health Care Plans for students with critical needs.
- ☐ Direct first aid station under the supervision of the Site Coordinator.
- ☐ Coordinate activities with hospital, if needed.
- ☐ Meet with parents of injured students.
- ☐ Assist school site team with parent or community meeting.

5.10.142

TRANSLATION

Responsibility Checklist

Ramey Dern/Maria Gonzalez/Melissa Ramirez/ /Rosemary Knutson

Basic Duties: Provide translation for communications and information as necessary

- ☐ Provide appropriate information to Spanish radio and Television stations as deemed appropriate.
- ☐ Coordinate release of information with Community Liaison Officer – Scott Leaman
- ☐ Establish a procedure to provide communication and information to parents.
- ☐ Mobilize translators (teachers/students/parents) as needed.

5.10.143

SECTION TWO: Evacuation Information

OPERATIONAL AREAS AND SAFE ON-CAMPUS SITES

SCHOOL SITE	OPERATIONAL AREA	STUDENT SECURITY
Lincoln High School	Priority One – Priority Two	- Priority One and - Priority Two
Glen Edwards Middle School	Priority One Priority Two	Priority One - Priority Two
Creekside Oaks Elementary School	- Priority One Priority Two	Priority One - Priority Two
Carlin C. Coppin Elementary School	Priority One Priority Two	Priority One - Priority Two
Sheridan School	Priority One Priority Two	- Priority One - Priority Two
Phoenix High School	Priority One Priority Two	Priority One - Priority Two
First Street School	Priority Two	– Priority One – Priority Two
Twelve Bridges Elementary School	Priority One – Priority Two	Priority One Priority Two
Foskett Ranch Elementary School	Priority One Priority Two	– Priority One Priority Two
Twelve Bridges Middle School	Priority One Priority Two	Priority One Priority Two
Lincoln Crossing Elementary	Priority One Priority Two	– Priority One Priority Two
District Office	Priority One Priority Two	– Assist at Sites

5.10.144

CRISIS EVACUATION OFF-CAMPUS SITES

FROM	TO
Carlin Coppin School	Lincoln High School
Creekside Oaks School	Lincoln High School
Sheridan School	Stuart Hall/LHS
Glen Edwards Middle	Lincoln High School
Phoenix High	Glen Edwards Middle Sch.
Lincoln High School	Glen Edwards Middle Sch.
First Street School	Creekside Oaks Elem. Sch.
Twelve Bridges Elem. School	Twelve Bridges Middle Sch.
Foskett Ranch School	Lincoln High School
Twelve Bridges Middle School	Twelve Bridges Elem. School
Lincoln Crossing Elem. School	Creekside Oaks Elem. School
District Office	Lincoln High School

ALTERNATE SITES ARE GLEN EDWARDS MIDDLE SCHOOL AND CREEKSIDE OAKS, IN THAT ORDER

5.10.145

EVACUATION OF CAMPUS

Things to Grab:

- Student Emergency Cards (Secretary)
- Student Health Care Plan Binder (Clerk)
- Student Medication Binder (Clerk)
- Medication Bag (Clerk)
  - Labeled Student Meds; Juice boxes
- Evacuation Boxes (Principal)
  - (Goal of 1 box per 100 – 200 students)
  - Principal calls Superintendent/DO
- Blueprint of School (Custodian)
- 5 – 10 Orange Cones (Custodian)

Evacuation Boxes:

- Schools of <400
  - SES & PHS
  - 1 of 12 X 9 X 4 box (one parent pick-up line) containing:
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 400 – 500
  - CCC, FSS, FRES
  - 4 of 12 X 9 X 4 boxes (4 parent pick-up lines)
  - EACH of 4 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – F; G – L; M – R; S – Z
    - Pens/pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles
- Schools of 500 – 1500 students
  - COES, LCES, TBES, GEMS, TBMS, LHS
  - 8 of 12 X 9 X 4 boxes (8 parent pick-up lines)
  - Each of 8 boxes labeled for its alpha section and contains:
    - 2 laminated ALPHA signs for its alpha section
      - A – C; D – F; G – I; J – L; M – O; P – R; S – U; V - Z
    - Pens/Pencils & roll of tape
    - Small spiral notebook
    - Instructions
    - 4 waters, 4 vests, 2 whistles

5.10.146

Instructions in Each Evacuation Box:

- Grab Emergency Cards for Your Alpha Section, put in Box and move to Parent Holding Area
- Team of 4 adults per Box MINIMUM! Each wears a vest and whistle.
- Team is NON-Teaching Staff! (Teachers are supervising their students) Use other staff, teachers without classes, or non-district adult volunteers if necessary.
    - **Adult #1 Leader/Sign Holder** – Grabs Emergency Cards & puts in box; holds Alpha Sign high and maintains order front of line; receives communications; makes decisions; restores boxes at end of incident
    - **Adult #2 Line Walker** - lines parents up, calms parents, and walks the line communicating info/updates – taking care of medical situations
    - **Adult #3 Card Puller** - pulls cards from box, checks parent ID's, checks off name on emergency card of person receiving student. If released to another adult, records California Drivers License # of that adult on bottom of card.
    - **Adult #4 Runner** – runs cards (5 at a time) to Student Waiting Area to call for students, then walks students and cards to Student Release Area; turns cards over to Clerk/Secretary at Student Release Area for refiling

Student Waiting Area:

- Students line up with teacher; Teacher takes roll, then has students SIT IN LINES to maintain order and for easy identification/release of students when called.
- Teacher releases student to runners when students names are called.

Student Release Area:

- Students go with Adult #4 (runner with cards) to Student Release Area
- Secretary/Clerk releases students from Student Release Area, refiling cards behind alpha tabs as released

Students Riding Buses:

- Students remain seated in line with teacher in Student Waiting Area as above and wait with class until Bus # is announced.
- Go to designated area for Bus # when called.
- Bus driver with list checks students off as they board.

Students Driving Cars:

- Students remain seated in line with teacher in Student Waiting Area as above and wait for all clear announcement at which time may drive home. If all clear is not announced, must be picked up by parents in same manner as other students.

5.10.147

SECTION THREE: EMERGENCY & ESSENTIAL TELEPHONE NUMBERS

LOCAL EMERGENCY SERVICES

LINCOLN POLICE DEPARTMENT	916-645-4040
LINCOLN FIRE DEPARTMENT	916-645-4040
PLACER COUNTY SHERIFF'S DEPARTMENT	530-889-7870
CALIF. DEPT. OF FORESTRY, FIRE, RESCUE	916-645-2360
AMERICAN RED CROSS 457 Grass Valley Hwy.	530-885-9392
COUNTY OFFICE OF EMERGENCY SERVICES	530-889-7720
PLACER COUNTY FIRE	530-823-4411
EMERGENCY RESPONSE SYSTEMS	530-823-4411
C.H.P.	911/ emergency
EMERGENCY SERVICES	530-889-7721
CITY OF LINCOLN	916-645-3314
KRIS WYATT, BOARD PRESIDENT	[redacted]
BRIAN HALEY, BOARD VICE PRESIDENT	[redacted]
DAMIAN ARMITAGE, BOARD CLERK	[redacted]
PAUL CARRAS, BOARD MEMBER	[redacted]
PAUL LONG, BOARD MEMBER	[redacted]
GAYLE GAROLINO-MOJICA, PCOE	[redacted]
KFBK	916-924-3901
KAHI	530-888-6397
TV 10	916-321-3300
TV 3	916-444-7316
TV 13	916-374-1300

5.10.148

PGE	1 (800) 468-4743

SECTION FOUR: SPECIFIC RESPONSE PLANS

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office using available systems (cell phone, campus phone #200, radio).
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure students, staff, and volunteers in classrooms
- Lock down room- Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure students, staff, and volunteers in classrooms
- Lock down room-Keep doors closed and locked at all times
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Account for all children
- Provide a description of the suspect

5.10.149

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Death of student (off campus)

- Minimize initial comment to students until all facts are present
- Contact school office for confirmation
- Respect privacy of the victim's family
- Expect support from district psychological support personnel
- Moderate student discussions using script provided by support personnel
- Notify office if additional support is needed in your classroom or neighboring classroom

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Designate an individual to secure the scene
- Notify office using available systems or through adult runner
- Activate the Emergency Monitoring System/call 911
- Remain with victim until relieved by administrative personnel, police or paramedic
- Minimize initial comment to students
- Expect support from district psychological support personnel
- If needed moderate student discussion using script provided by support personnel

5.10.150

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by available systems
- Evacuate the building per procedure
- Call 911 if safe to do so with specific information

Earthquake

- Begin duck, cover and hold process
- Evacuate buildings 1 to 2 minutes after trembling stops
- Expect that the office will feel the trembling and await further information

Rumors of Trauma, Injury, Accident or Death

- Seek confirmation from school office
- Minimize comments to students until all facts are known
- Moderate student discussions
- Expect support from district psychological support personnel

Altercation between Adults

- Remove students from immediate area. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Notify 911 depending on the seriousness of the situation

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Close classroom blinds
- Notify the office using available systems (cell phone, campus phone #200, radio).

Violent Student

- Remove students from immediate area of student misbehavior

5.10.151

- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Student Seizure (Medical)

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

Bomb Threat/Suspicious Object

- The Principal or designee shall notify the police department. He/she can also make a request of assistance. State clearly where to meet officers.
- Notify the Superintendent
- Make the decision to evacuate the buildings
- Follow Fire Drill procedures
- Avoid publicity concerning the bomb threat. If the news media has been alerted ask for assistance from the District Office.
- NO ONE is permitted to touch, handle, or move the suspicious object.

S.10.152

EMERGENCY ALERT PROCEDURES

Office ----

1 In order to access communication with **all rooms and outside** on campus using the office phone system,

A pick up the receiver
B press "page"
C press #
D press "110" [slowly]
E after hearing feedback on the receiver, begin message

Classrooms ----

A Dial 200 to access the emergency phone

3.10.153

FIRE

In the event of a fire:

1. The fire alarm will be activated by personnel at the nearest fire alarm pull station, or

   Immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office.

   Call 911 if safe to do so with specific details of the fire (add number).

2. Upon hearing the fire alarm, under the supervision of the teacher, students will:
   a evacuate the classroom
   b walk to the predetermined location
   c wait without talking for instruction from the teacher

3. Upon hearing the fire alarm, the teacher will:
   a secure the emergency bag and emergency list
   b close and lock all doors and windows to the classroom (time and safety permitting)
   c escort students from the room
   d maintain control of students during the evacuation
   e take roll of students once class has arrived at the pre-determined location
   f await further direction

4. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

5.10.154

EARTHQUAKE

In the event of an earthquake,

1. Verbal announcement may be broadcast over the campus intercom system, or you'll know because you'll feel it.

2. Personnel and students outside the building will move away from any buildings, trees, utility poles, downed power lines or other hazards

3. Personnel in the building will...

   a drop -- assume a curled position on the floor or field, knees on the ground...
   b cover -- hands joined behind the neck, beneath a table or student desk if possible, and
   c hold -- in this position for approximately five minutes or until shaking stops

4. Following the event, the fire alarm may sound. Staff and students will evacuate the building in accordance with fire alarm procedures.
   1. Secure the emergency bag and emergency list
   2. Escort mobile students from the room
   3. Close and lock door
   4. Maintain control of students during the evacuation
   5. take roll of students once class has arrived at the predetermined location
   6. Await further direction

5. No person shall be allowed back into the building for any reason until emergency personnel have thoroughly inspected the facility.

6. In the event that the procedure is a drill, an "all clear" announcement will be broadcast.

5.10.155

RETURN TO BUILDING

In the event that students must return to their classrooms because of an emergency situation:

1. Verbal announcement will be broadcast over the campus intercom system.

2. Immediately followed by direction from responsible adults on the yard to walk to class.

3. Teachers will meet students at the exterior door and direct them to assume safety position.

4. The exterior door will be locked. The blinds will be closed. (Interior doors must be left closed but unlocked to facilitate movement out of classrooms through common rooms as necessary.)

5. With the teacher standing near the exterior door but out of the line of exterior sight, roll will be taken and all students will be accounted for.

6. Immediately commence "Lock Down" procedures. (See next page.)

7. Classes will remain silent until further direction is broadcast over the school intercom system or until contact is made with the teacher through the school phone system.

5.10.156

LOCK DOWN

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The exterior and interior doors to the building will be locked.

   a. Staff will escort students to the nearest building and secure the door.

3. Blinds will be closed and window in the door covered if safe to do so.

4. Students will move as far away from the window as possible.

5. Teachers will account for all students present on that day, if the status is red, the staff will provide the office with a list of missing or extra students.

6. Teachers will slide a colored card under their door (if possible) to notify personnel status of occupants inside:
   Green = all students present *(Poss. tape to window)*
   Red = there are missing students
   No card = it is not safe to put up the card

7. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.
Students will be taught not to open the door at any time.

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SHELTER IN PLACE

In the event that it becomes necessary to secure the building with the students remaining inside:

1. Verbal announcement will be broadcast over the campus intercom system.

2. The HVAC system will be shut off.

3. The exterior and interior doors to the building will be locked.

   a Staff will escort students to the nearest building and secure the door.

4. Teachers will account for all students present on that day. A call will be made via the phone system to each room and the teacher will respond red or green, if red, teacher will provide a list of names of absent or extra students.

5. Teachers will place a colored card in their window to notify personnel status of occupants inside:
   Green = all students present
   Red = there are missing students
   No card = it is not safe to put up the card

6. Teachers in possession of current teacher cell phone lists will be asked to activate said phones. Remind teachers to turn on their cell phones.

7. Teachers and Students will conduct instruction as usual, but will not leave building.

8. All personnel will await further notification either through a general broadcast of the school intercom system, through individual telephone, personal contact or by e-mail.

9. In the event that the procedure is a drill or the emergency is over, an "all clear" announcement will be broadcast.

Substitute Teachers will be contacted by telephone.

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Students will be taught not to open the door at any time

STUDENT SIGN OUT SHEET

	STUDENT NAME LAST, FIRST	SIGNATURE OF PARENT OR GUARDIAN	DATE	TIME
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
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17.				
18.				
19.				
20.				
21.				
22.				

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL DATE TIME

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Crisis Response – Suicide
Immediate Response

(All bolded/underlined items have a handout or agenda on following pages)

- Inform the District Superintendent of the death.
  - Superintendent confirms death and cause of death/facts and whether family wants the fact of suicide known
  - Superintendent calls appropriate principal(s)

- Principal(s) calls an immediate **Initial Crisis Response Team Meeting** to assign responsibilities.
  - Crisis Response Team - School Psychologists, School Counselors, Director of Special Ed (if additional support is needed), Community Counseling Resources (as necessary)
    - Principal and CRT establish a plan to immediately notify affected faculty and staff of the death via the school's crisis alert system (usually phone or e-mail).
    - Principal and CRT determine who the affected individuals are on campus (who needs district/site support in the wake of the suicide – staff, students, none, which?) (Possible scenarios – suicide of student; suicide of staff; suicide of coach; suicide of parent of a student; suicide of graduated or former student, etc.)
    - Principal checks AERIES for family members/siblings

- Principal schedules an **Initial All-Staff Meeting** as soon as possible (ideally before school starts in the morning).
  - Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly)
  - Determine who the friends/family members are on campus
  - Determine how to notify/support these students/staff members
  - Disseminate **Notification of Suicide** to homeroom teachers, advisors, or others leading groups.
  - Remind staff that returning to routines is helpful and to maintain as much normalcy in classroom routines as possible.
  - Remind staff that memorials in the case of suicide may trigger contagion and are not appropriate on school site
  - Share with staff District procedures re dealing with media – refer media to District Office
  - Set **End-of-Day All Staff Meeting** time and location

- Principal speaks with District Superintendent and Crisis Response Team Leader throughout the day.

- Principal notifies affected families.
  - Via family letter, email or phone call prior to students leaving for home. Factual information including the individual's name and if a staff member, their position with the

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district. Do not include information regarding the manner of suicide. See **Family Notification**.

- CRT Leader Holds **CRT End-of-Day Debrief**
  - Review day's challenges and successes
  - Discuss plans for next day
  - Plan **End-of-Day All Staff Meeting**
  - Plan **Follow-Up Staff Meetings** (if needed)

Whenever there is a CRT Intervention, there MUST BE an End-of-Day Debrief!

Initial Crisis Response Team Meeting

Agenda

- Discuss known details
- Discuss what information is NOT to be shared with staff/students (details of the suicide, for example)
- Determine roles/responsibilities, including Crisis Response Team Leader
  - CRT Leader – Takes command, balances response initiatives with safety concerns; motivates responders; communicates clear directions; sizes up situation and makes rapid decisions; modifies plans as necessary
  - Public Information Officer – Superintendent or designee
  - CRT Members – Offer support; support staff/students
  -
- Determine affected individuals
- Determine whether an all-staff meeting is appropriate and leadership of the meeting
- Review use of **Crisis Response Team Log** when seeing students

Initial All-Staff Meeting

Agenda

- Introduce CRT members
- Share appropriate information about the death
- Allow staff opportunity to express their own reactions/grief
- Identify anyone needing additional support and refer them to appropriate resources
- Provide appropriate faculty with a copy of the **Notification of Suicide**
- Explain the plans for the day, including location of crisis counseling rooms
- Discuss the plan for assisting students who are having difficulty
  - Share **Suicide Postvention Information** (handout for staff)
- Remind staff that all media communications are handled through the District Office (Superintendent)

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Notification of Suicide

(To be read or paraphrased in specified classes by appropriate staff member – teacher, if comfortable, administrator, school psychologist, counselor, etc.)

It is with great sadness that I have to tell you that ***one of our students*** *(change wording as needed here)* _____ has taken his/her life. We want you to know that we are here to help you in any way we can. Suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate and out of respect for the family and the deceased, we ask that you not spread rumors you may hear.

One thing is certain. There are supports in our community that can help. Suicide should never be an option.

Each of us will react to _____'s death in our own way. Some of us may experience great sadness while others of us may not be affected. Some of you may find you have difficulty concentrating on your schoolwork while others may find that diving into your schoolwork is a good distraction.

We have counselors available to help our school community to deal with this sad loss and to help us understand more about suicide. If you would like to talk to a counselor, or if you have concerns about a friend, just let your teacher or a staff member know.

Family Notification

Dear Parents,
I am writing with great sadness to inform you that a previous teacher of ours has died. Our thoughts and sympathies go out to those affected by such a great loss. Please know that your child may have been directly impacted by this loss and was given the news of the death by their teacher during their first period class this morning.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental health disorder, which can prevent a person from thinking clearly about his or her problems and how to solve them. It is important to remember that the vast majority of individuals who experience mental health disorders or life stressors do not become suicidal. Suicide is always a permanent solution to a temporary problem.

Counselors were made available today at TBMS to meet with students individually and will be made available over the next couple of days and weeks. Please contact the office if you feel your child is in need of additional assistance.

Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful to other students at TBMS. We will do our best to give you accurate information as it is made available to us.

If you need help or guidance on how to talk to your child about suicide or the recent loss, please contact the office for additional assistance.

If you have concerns about your child's safety, please call 911 or take them to the emergency room immediately. Certain behaviors can indicate a safety concern for you child, specifically, if the behaviors are new or have recently escalated around the time of a painful event, loss, or change.

Concerning behaviors may include:

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of drugs or alcohol
- Behaving recklessly
- Showing rage or talking about seeking revenge
- Spontaneous withdrawal
- Displaying extreme mood swings
- Saying good-bye or giving away belongings

Again, we are deeply saddened by this tragic loss. Please do not hesitate to contact TBMS with any questions or concerns.

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CRT End-of-Day Debrief

Agenda

- Include CRT members, site principal, Superintendent
- Review day's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Plan End-of-Day All Staff Meeting – review agenda
- Discuss plans for next day
    - Consider mental health supports needed
    - Develop communication protocol
    - Review **Crisis Response Team Log**
    - Determine student contact follow-up needed
- Prepare **Suicide Postvention Information** to share with staff

Follow-Up All Staff Meeting

Agenda

- Offer verbal appreciation of all the staff
- Review event's challenges and successes
- Debrief, share experiences, express concerns and ask questions
- Check in with staff to determine if they need additional support and refer them accordingly
- Discuss any additional plans, if needed
- Remind staff of importance of self-care
- Share **Suicide Postvention Information**

Date: _____ **Site:** _____ **CRT Member:** _____

Time	Student	Follow-Up Needed Y/N	Notes

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SUICIDE POSTVENTION INFORMATION

~ For Staff ~

Procedures aimed at identifying those affected by a suicide in order to decrease negative reactions and increase adaptive copying.

Goals of Postvention
Assist survivors with the grief process
Identification and referral of students at-risk for requiring additional services
Reducing contagion
Providing appropriate information

Survivors of Suicide
Individuals directly affected by a completed suicide. Affected individuals include: family members, classmates, friends, teachers, girl/boyfriend. Survivors typically experience an array of emotional reactions:

- Shock, guilt, despair, denial, anger, disbelief, pain, shame, hopelessness, rejection, confusion, and self-blame.
- Survivors are at an increased risk of suicide contagion. Suicide Contagion is a term used to describe an increase of suicidal behaviors shortly after a completed suicide typically due to imitation. To decrease contagion, sensationalism, glorification, and romanticization should be avoided.

Providing Information
Information should be provided to facilitate understanding and clarification. When talking to students, staff should provide information simultaneously to classes. Again, factual information should be provided to eliminate sensationalization. Providing warning signs and resources within the community to parents can help with the bereavement process.

Do's & Don'ts
Memorials and funerals
Do...
Encourage affected students to attend the funeral service
Develop suicide prevention procedures, including better ways to cope with emotion.

Don't...
Send all students to funeral
Cancel or change the school schedule
Permit physical memorials on school grounds
Fly flag at half-staff, have assemblies or yearbook dedications for victim, or moments of silence.

Attending the funeral should be at the discretion of the individual students and their parents. When dealing with memorials and funerals, the goal of the school site should be to avoid sensationalization, glorification, and romanticization of the suicide death. Too much attention towards the suicide act and/or victim may lead to contagion. The school site may want to focus memorials towards providing information and support to other students experiencing grief to help prevent future suicides.

Community Resources
EAP – Employee Assistance Program – 800-932-0034 eap@acispecialtybenefits.com
Lighthouse Counseling and Family Resource Center – 645-3300
Placer County Children and Adult Systems of Care (530) 886-54501, 1-888-886-5401
Family Service Agency Suicide Prevention and Crisis Hotline (916) 368-3111
National Suicide Prevention Hotline 1-800-784-2433, 1-800-273-8255, 1-800-799-4889
National Association of School Psychologists www.nasponline.org (See PrePare materials)

5,10,16S

SECTION FIVE: NEWS MEDIA AND RESOURCES

SOME PHENOMENA OF DECISION MAKING UNDER STRESS

1. The greater the stress, the greater the conceptual rigidity of an individual.
2. The greater the conceptual rigidity the more closed to new information the individual becomes.
3. The greater the conceptual rigidity, the greater the tendency to repeat prior responses, to responses, to the exclusion of new alternatives.
4. The greater the stress, the less the ability of the individual to tolerate ambiguity in the environment.
5. Intolerance of ambiguity leads to a response to a stimulus before adequate information is available for the correct response.
6. Under increasing stress, there is a decrease in productive thought and an increase in non-productive thought.
7. The greater the stress, the greater the distortion in perception of the environment.
8. The greater the stress, the greater the amount of risk perceived in the environment.
9. The greater the amount of time spent on a task, the lower the amount of risk perceived in the environment.
10. In a crisis situation, decision makers have difficulty distinguishing between threats to themselves and threats to the organization.
11. The greater the fear, frustration, and hostility aroused by a crisis, the greater the tendency to aggression and escape behaviors.
12. In a crisis situation, negative psychological factors are reinforced.
13. In a stressful situation, the only goals that will be considered are those related to the immediate present, at the sacrifice of longer range considerations.
14. The greater the stress, the greater the tendency to make a premature choice of alternatives before adequate information is available for a correct response.
15. The greater the stress, the greater the likelihood that a decision maker will choose a risky alternative.
16. The greater the time pressure, the poorer or more incorrect the choice of alternatives becomes.
17. Groups experiencing substantive conflict more frequently employ creative alternatives than groups without conflict.
18. Groups experiencing conflict show more effective performance in decision making tasks than groups in little or no conflict.
19. The greater the group conflict aroused by a crisis, the greater the consensus once a decision is reached.
20. In crisis, the number of communications channels available to handle incoming information decreases.
21. In a conflict, there is greater need for effective leadership.
22. The smaller the group, the greater the amount of influence the leader will have.
23. The smaller the group, the greater the amount of consensus that will be achieved through group discussion.
24. The tendency to choose a risky alternative increases with continued participation in a decision making task.
25. The greater the reliance on group problem solving processes, the greater the consideration of alternatives.

Adapted from Crisis Management: Psychological and Sociological Factors in Decision Making. Report to Office of Naval Research, National Technical Information Service, U.S. Department of Commerce, Springfield, VA, 1975

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Preparing to Handle the News Media During a Crisis

Anne-Marie St. Germaine
Jasculcal/Terman and Associates
Chicago, Illinois

In today's education environment, officials and institutions find themselves on the firing line. The savvy school attorney knows that, more often than not, a crisis means a public relations challenge as well as a legal one. Since counsel is often the first called for help, you have an opportunity to set the stage for how the public and the news media react to the circumstances.

A crisis can take many forms in the school setting. Some -for example, gun violence, hostage situations, demonstrations, natural disasters, chemical contaminations -are "of the moment," at the school, and a potential threat to lives or safety. Other kinds of crises include real or perceived financial wrongdoing, labor negotiations, and teachers' strikes:

One thing common to the above situations is that the damage inflicted on an organization's reputation is determined more often by its handling of a crisis than by the seriousness or outcome of the crisis itself.

While it's true that an essential vehicle for getting out your message is the news media, preparing to handle the news media is just one aspect of overall crisis communication. It's worth reviewing the "big picture" of crisis communication before getting into specifics of preparing to deal with the news media.

THE BEST PREPARATION - HAVE A PLAN.

Crises unfold quickly. Being prepared and ready to anticipate what you'll need to do will help you immeasurably if and when you face a crisis. A plan boosts your ability to manage the situation and minimize the damage with external audiences. Advance planning also enables you to make sure those within your school understand the tough issues you face and how they affect everyone concerned.

Another good reason for advance planning is that in case of a crisis, you will not waste any time debating process or basic facts or procedures when you should be "out front" managing your message and the issues at hand.

Managing the flow of information may be the single most important thing you do in a crisis. Having a plan in place helps you to do that.

Establish a Crisis Communications Team

The ***team*** should include appropriate school officials, legal counsel, external counsel where applicable, and selected representatives from constituencies as appropriate and desirable. For example, at times it may be prudent to include law enforcement, teachers, or others depending on the nature of the crisis. One person, if possible, should be designated as the spokesperson to deal with the news media.

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Develop a Crisis Communications Plan

A ***plan*** outlines important steps that need to be taken by school officials immediately when a crisis hits - when information must be gathered and distributed quickly and accurately to all who need to know The plan will minimize the risk of overlooking an important step in the first 24 hours after a crisis hits, when the time frame for making important decisions is a matter of minutes.

Conduct Crisis Media/Message Training Sessions for the Crisis Team

Crisis ***training*** is an essential component of advance planning. It helps you focus on core messages about the institution - in this case, the school - and builds the teamwork and rapid response mechanism needed should a crisis hit. Such training has two basic elements: what you'll do when a crisis hits, and how you'll explain what you're doing to others.

Review and Update the Plan Periodically

A plan on a shelf does little good. Personnel, governance and operations may change, and an evolving public climate should be reflected in your plan.

CRISIS CHECKLIST: ACTION STEPS

Each crisis will be different; here are some basics for your crisis checklist.

- Assemble the core crisis team according to a predetermined notification list. Contact appropriate legal counsel. Contact appropriate agencies and insurers per. legal counsel.
- Notify families in person, if possible (where applicable).
- Address the needs of victims and their families (where applicable).
- Compile all required/available information to make decisions.
- Be ready to play central role, both on the crisis team and publicly as a leader.
- Contact administrative help.
- Notify employees/others.
- Consider counseling for victims, coworkers, families (where applicable).
- Notify appropriate public officials and community or interest groups.
- Draft a factual statement and distribute it to the full crisis team.
- Review who else needs the information, when, and in what sequence.

If the core crisis team determines that outreach should be made to the news media, this should be done as swiftly as possible. One person on the crisis team should coordinate contact with appropriate reporters and, where warranted, editorial boards to set up interviews or meetings.

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MANAGING THE NEWS MEDIA

Before, during and after a crisis, public perception of your school will in part be shaped by the news media. It is essential that information shared by the spokesperson with the media is as up-to-date and complete as possible.

It's usually a good idea to respond to media inquiries as soon as possible. Delay in responding to media can create the perception that you have something to hide. Or, that you don't know what you're doing.

At the same time, do not rush to deny or accept responsibility. The initial information you have may be incomplete or wrong. Do your own investigating before reaching any conclusions. (In some cases, that could take days, weeks or months.) You do not have to have all the answers right away, despite the news media's aggressive quest for information.

It's best to keep the number of people and supporting materials to a minimum when meeting with members of the news media. The most effective approach is a clear and persuasive argument, backed up with easily understood facts.

Prepare a basic statement for the media. Make sure that it is reviewed by the core crisis team. Stick to the facts and don't speculate or theorize. Make sure your organization's concerns and compassion are reflected in the statement. A preliminary statement is fine; it can buy you valuable time. Determine what else you need (question and answer pieces, list of supporters, third-party quotations, background information, and so on).

As soon as you're ready:

- Contact all appropriate media. In most cases, it's best the news media hear from you first about what's happened.

- Provide news bulletins as the crisis evolves/ unfolds.
- Record the names of arriving reporters at the •scene and represented media outlets.
- Provide information to all media outlets and record to whom what information is released.
- Receive phone calls from the news media.
- Determine whether an on-site news conference or briefing is necessary.

It is important to work ***with,*** rather than against, the new media (they are not the enemy!). This will help prevent the spread of misinformation, as well as demonstrate that school officials are concerned for the safety of students, employees and neighbors. You must assure the public that the school administration is taking all steps possible to remedy any crisis and keep people safe. The media can help you do that. Make it clear to the media that you are providing as much information as you can, as soon as possible. At the same time, of course, the school must balance the public's right to know with legal and privacy~ concerns.

Responding to Negative Stories

Should the news media run a negative story; an ***immediate*** response should be made in the form of a call to the reporter and/or letter to the editor. In some cases, it's appropriate for the response to come from the most senior official possible. In other cases, you may want to downplay the importance of the story and not have your top spokesperson respond. In any case, stick to the facts and your key messages when formulating your response.

Media Monitoring

Clipping services and radio and television monitoring services can be helpful, should the situation warrant.

THE ABC OF CRISIS COMMUNICATIONS

Here are a few tips for dealing with the news media that will serve you well in the crisis environment. Thinking about these in advance and making sure your crisis team does the same is good preparation in itself.

The As

•Anticipation

Before talking to the media, anticipate likely questions and have answers ready be aware of gaps in information, and know where you're most vulnerable to media scrutiny Know your history with individual media organizations or reporters.

• Agenda

Prepare an agenda of points *you* want to make during an interview Even though there is a tendency in a crisis situation to simply react to media questions, there are still messages you want to communicate about the situation and how you are handling it. Identify three or four major message points and make sure they are repeatedly stated during the interview.

•Accessibility

Be accessible to the news media. Many crisis situations call for having the most senior executives do the media interviews. This conveys that you are taking the crisis seriously. Respond to reporters as quickly as possible, even if only to field a question that you will have to research. You do not want the media to say school officials were unavailable for comment.

The Bs

• Brevity

Comments should be concise, informative and relative to the subject of the inquiry when you start to ramble and move from the subject of the question, you may stray into dangerous or off-point topics.

• B.S.

Do not "b.s." the media. You will damage your credibility if you come across as insincere, or even worse, arrogant. Do not gloss over or minimize problems. If you do not know the answer to a question, say so, and let the reporter know that you will do your best to find out the answer as quickly as possible. Also, avoid the, phrase "no comment" when at all possible. In some cases, you may not be able to comment publicly, but try to find a better way to describe your inability to comment. Say something like, "We're still doing our own internal investigation and will have more to tell you later" or "Negotiations are at a very sensitive stage, and it could be harmful if we commented right now"

Take control of the situation quickly Assemble the core crisis team immediately and make it clear to the media that you are getting control of the situation as best you can - that you are not just "letting things happen."

• **Bad News**

Get out the bad news yourself - do it quickly, and get it over with and behind you. The worst thing you can do is prolong a crisis by stalling so that it drips out like a leaky faucet. Stalling or offering only fragments of the story will create an information gap. That gap will be filled by speculation, or even worse, by misleading or incorrect information from unfriendly sources. Frame the bad news in your own context. This allows you to explain what happened from your perspective. 'Getting the bad news out quickly yourself will also win you points for candor and credibility? With the news media and general public.

The Cs

• **Consistency**

Consistency of message is always important, but it is critical in a crisis. Provide information that is as accurate and up-to-date as possible. Your credibility is already on the line because of the crisis; do not add to your problems by having to go back and correct misinformation. Keep information centralized and make sure the spokesperson is well-briefed by the crisis team before fielding questions.

• **Concern**

While you will understandably be concerned about the school's reputation, your primary concern must be for the people affected by the crisis - the students and their families, the injured, teachers and other employees, whatever the case may be. That concern must come across in your communications with the news media. Do *not,* however, take responsibility for the crisis.

HANDLING UNEXPECTED MEDIA

It is important to be prepared for the media if they call or arrive at the school site. However, should media call or arrive unexpectedly, follow your communications plan to alleviate confusion and avoid the spread of misinformation.

Since schools do not necessarily have a centralized receptionist, it is extremely important that all employees be notified of the situation and instructed *not to answer any questions,* and to forward all media inquiries to a designated contact on the core crisis team and/or the designated spokesperson.

If media or others unexpectedly arrive at the school scene, these guidelines should be followed by the person at the site:

- Do not give out *any* information, no matter how "harmless" it may seem.
- Politely tell the reporter that because of safety measures (or whatever is credible and appropriate to the situation), he/she should wait outside while someone is located to help him/her.
- Another employee should make sure the reporter stays outside.
- Locate the crisis team leader immediately, and if a different person, the spokesperson.
- Escort the reporter to the conference room or other holding area.

LOGISTICS: ORGANIZING A MEDIA INFORMATION CENTER

In a severe emergency, or when a situation draws intense media scrutiny, you may want to set up a media information center to ease communication and manage your message.

The following should be available in the media information center during emergencies or situations that draw intense interest:

- Telephone lines for outgoing calls
- Two cellular phones (in case of power problem)
- Word processor, paper and white-out
- FAX machine
- Photocopying machine
- General media information kit about the school
- Copies of the news release pertaining to the crisis
- Large map of site for briefing
- Smaller, individual maps of the site for media
- Poster board, black markers, duct tape and scissors
- Radio(s)
- Television(s)
- VCR
- Radios (walkie-talkies)
- Pagers for key personnel
- Notepads, pens and stapler
- Coffee-other refreshments
- Ashtrays
- Administrative assistance
- Small generator in case of power failure

THE AFTERMATH OF A CRISIS: PITFALLS AND OPPORTUNITIES

While the initial burst of activity may subside over the course of hours or days, the aftermath of a crisis can be a dangerous time. It's easy to sigh with relief that the worst is over. Don't fall prey to this temptation; sustain the momentum of interest and use it as a chance to get out positive messages and stories if you can. For example, think about visiting editorial boards, taking out an advertisement in the newspaper, showcasing letters from third- party supporters, reaffirming the schools commitment to quality, safety and performance, and so on.

Keep in mind, too, that separate from the crisis you have just been through, the school may have upcoming plans that will be affected. Reassess your public relations and community relations efforts to make sure they "fit" given what's just happened.

Finally, you may want to plan substantive activities that will help to reestablish your school administration's reputation and leadership in the community

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SECTION SIX: Personnel Information

FACULTY 2013-2014/Extensions

EMERGENCY PHONE EXT. 200

1. ALLEN, T_223
2. ANDERSON, E._285, 434-5099
3. ARMISTEAD, J_202/434-3715
4. ASH, R.___260
5. BARTLEY, A.__225
6. BOMBARD, C_221
7. BOMBARD, E_236
8. BONITO,C_213
9. BYRON, E._261
10. CASH, J_243
11. CHAPPELLE,E_272
12. CHRISTIANSEN, K.__230
13. COAST, K_217
14. CULLEN, M_263
15. DUARTE, D_264
16. DUER, J__248
17. DUNCAN, J._ 218
18. EDWARDS, M_211
19. ESCOBAR, G._
20. FOLEY, J_231
21. FOXWORTHY,D_265/434-3770
22. FREESTONE, M_246
23. GARCIA,C_266
24. GRIESMER,D_268
25. GUZMAN, T._ 209

26. HAGMAN,C_203/204
27. HALBERT,B_269
28. HARRIS,L._270
29. HESS,B__267 , 434-3715
30. HILL, D.__271
31. HORTON,J_208
32. JARRETT, A_238
33. JOCOY,C_287

JOE,A_207

1. LANDON, C_216
2. LEWIS, B_234
3. LITTLE, H_232
4. LOMELI, B_273
5. LOWE,K_241
6. MAC QUEEN,M_274
7. MCCROSKEY,T_233
8. MCGINN, V.__275
9. NESCI, P._ 242
10. NORRIS, C_222
11. OLMSTEAD, K_206
12. PALAFOX, B_245
13. PIERCE,B_247
14. PIERCE,H_244
15. RETALLACK,A_212
16. SEACRIST,S_276
17. SMITH,J_235
18. STANLEY, L.__239
19. TOFFT, D_277
20. TOFFT, DEBBIE_201

Office Staff
Barbara - 100
Nancy - 101
Connie - 107

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21. TOFFT,M__228 Diane - 106
Carol - 112
22. TREANOR,J__260 Charlene - 105

23. TRUEBLOOD, M_434-3766 /214
CONF. RM - 165
24. WALKER,C._219 Kitchen – 645-6365
Writing Lab - 128
Weight Room - 159
Library - 119
25. WARD, S_237 Detention - 147
Computer Lab - 166
26. WILLIAMS, D_278

27. WILLIAMS, E_262

28. ZAMORA, B_279

Workability – 138/434-5090

5.10.175

SECTION SEVEN: Safe School Plan

Placer County Office of Education

Comprehensive Safe School Plan

2013-2014

Lincoln High School

Jay Berns, Principal

Plan developed by:	Title:
Victoria Eutsey	Assistant Principal
Michael Maul	Assistant Principal
Tom Kelley	Counselor
Bob Peirce	Teacher
Mary McQueen	Activities Director
Charlene Emerson	A.P Secretary
Barbara Green	Principals Secretary
Mike Kimbrough	Custodian/CSEA President
Toby Faingold	Parent/Site Council President/Booster
Marilyn Courage	Parent/Classified Staff/Booster
Marcus Harris	Student/ASB President

5.10.176

Comprehensive Safe School Plan
2013-2014
Lincoln High School

SAFE SCHOOL PLAN COMMITTEE- APPROVAL

Jay Berns	Principal	_____ Date_____
Victoria Eutsey	Assistant Principal	_____ Date_____
Michael Maul	Assistant Principal	_____ Date_____
Tom Kelley	Counselor	_____ Date_____
Bob Pierce	Teacher	_____ Date_____
Mary MacQueen	Activities Director	_____ Date_____
Charlene Emerson	A.P Secretary	_____ Date_____
Barbara Green	Principal Secretary	_____ Date_____
Mike Kimbrough	Custodian	_____ Date_____
Toby Faingold	Parent/Site Council President	_____ Date_____
Marilyn Courage	Parent/Instructional Assistant	_____ Date_____
Marcus Harris	ASB President	_____ Date_____

5.10.177

Comprehensive Safe School Plan
2013-2014
Lincoln High School

STUDENT DATA SUMMARY

Data Source	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Enrollment	1231	1349	1432	1390	1479	1411	1414	1424
Discipline Records (Number of Incidents)								
Suspensions	183	189	154	140	151	150	148	189
Expulsions	19	12	7	12	3	4	12	10

Conclusions from Data:

- There have been no suspensions/expulsions of students for possession or use of guns.
- The administration has taken a zero tolerance stance of gang affiliation and activities, thus an increase in expulsions during the 05-06 school year. Gang activities have decreased since the 06-07 school year.
- The administration does not tolerate repeated drug related offenses. If a student is suspended for a drug related offense (48900 C, D, J, P or 48915 C.3), the administration considers a recommendation for expulsion. If the student is not recommended for expulsion on the first offense, the administration informs the student and the parent that the next drug related offense throughout high school will result in recommendation for expulsion.
- The WPUSD Board Policy changed in 2009 to recommend a student for expulsion after they have accrued more than ten days to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.
- The increase in number of expulsions in '11-'12 can be attributed to the 6 expulsions at the beginning of the '11-'12 school year for the Wheatland vandalism.
- Furthermore, administration considered a recommendation for expulsion for students who were suspended for possession of a knife.
- The number of suspensions in the '12-'13 school year greatly increased is due to the number of students who were suspended because of excessive tardies based on our new tardy policy.
- With the implementation of the new truancy policy in the '13-'14 school year, it is expected that the number of suspensions will be effected due to students being suspensions for excessive unexcused absences.

Conclusions from Parent, Teacher, and Student Input:

- Here at Lincoln High School, we have a high level of safety, respect, and responsibility. Student leaders and other members of the student body are not afraid to step up or take action if they see something wrong happening. One ongoing issue is vandalism in areas throughout campus, including the parking lot. Overall, our school is safe and our students are responsible and respectful. Marcus Harris, Student and ASB President.
- The Zero Tolerance policy has created a safe learning environment here at LHS. Even as our population has increased dramatically in the last ten years, the number of disciplinary actions has not. Bob Pierce, Teacher
- My son is a senior at Lincoln High School. He has never shared with me any concern for his safety. He is very comfortable on the school grounds. The school has expectations of appropriate behavior and enforces them according to my son. The school resides in a safe neighborhood and the campus is secure. I myself as well as my son feel that Lincoln High School is a safe place. Marilyn Courage, Parent/Classified Staff.

S.10.178

Comprehensive Safe School Plan
2013-2014
Lincoln High School

STUDENT DATA SUMMARY

List Data Sources Reviewed • Discipline records from AERIES and SWIS • Standardized test scores (STAR & CAHSEE) • Graduation rate
Areas of Pride and Strength • Supportive Staff and Administration • California Distinguished School Recognition • Career Technical Education Award • STRIPES • Tutoring opportunities • Zero Tolerance for drugs and gangs • A.P. and Honors Programs • 2+2 Agreements with Sierra College • Athletic opportunities • Ancillary programs (ROP, Project Lead The Way, AVID, PBIS)
Opportunities for Growth and Improvement • Change to a new 8 period semester schedule • Continue to collaborate with Professional Learning Communities • Continue to transition to Common Core standards and NEXT Generation Science Standards • Continue to implement Positive Behavioral Interventions and Supports • Accommodate and upgrade facilities for growth and maintenance

5.10.179

Comprehensive Safe School Plan
2013-2014
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
COMPONENT I

Component I: People and Programs
Goal #1 To establish and maintain a positive and safe learning environment in which students feel safe and experience academic success.
Objectives: To provide a rigorous academic learning environment To ensure a safe and orderly environment
1.0 Establish and maintain high and consistent standards for achievement • Adopted textbooks and curriculum are aligned to previous state standards. Teachers are currently reviewing curriculum, revising pacing guides and assessments, and attending workshops to assist with the transition to Common Core State Standards. • Teachers participate in Professional Learning Communities and work to create, review, or revise the following: ✓ Norms ✓ SMART Goals ✓ Pacing Guides ✓ Essential Standards aligned to the Common Core Standards ✓ Common Formative and Summative Assessments ✓ Data Analysis ✓ Intervention and remediation strategies
2.0 Maintain an atmosphere which enables students to achieve • Administration, teachers, and staff enforce school and classroom policies. • A committee of teachers, administrator, and campus supervisor previously attended the BEST Behavior training. The BEST Committee established expected school-wide behaviors (the 3B's are be safe, be responsible, and be respectful), created posters, and provided positive behavior supports. In the '11-'12 school year, this committee was renamed the PBIS Committee and recruited new members. The PBIS committee created a list of minor and major discipline offenses and Behavioral Intervention Plan, reviewed the new tardy policy, continued to provide positive reinforcements, and presented to the staff. In the '12-'13 and '13-'14 school years, the PBIS Committee promoted the 3B's by painting posts and a mural and hanging behavioral expectations in the cafeteria and the restrooms. Furthermore, the PBIS Committee acquired funds to provide positive rewards for students. • Peer tutoring provides academic assistance in the library Tuesday through Thursday from 3:15 pm to 5:30 pm. Hours were extended on Wednesdays until 8:00 pm to enable more students, especially athletes, to attend tutoring. • The Leadership Committee, created by principal Jay Berns, meets bi-monthly. All staff are welcome to attend and all departments are represented. Accomplishments of the PLC's are shared, key issues are addressed, and the school's vision is reviewed. • The tardy policy which was implemented in the '12-'13 school year was revised for the '13-'14 school year due to the new 8 period semester schedule.

5.10.180

- The new truancy policy was implemented at the beginning of the '13-'14 school year.

3.0 Publish annually and review with students the schools rules and procedures for discipline on campus

- A printed copy of the Lincoln High School Student Handbook is included in the student agenda, which is given to every student. The handbook includes the District's Causes for Suspension and Expulsion.
- An assembly is held at the beginning of the school year to discuss behavior and review the Student Handbook.
- When a new student enrolls at Lincoln High School, the Assistant Principal meets with the new student and the parent to review the rules and procedures.

4.0 Annually update the Lincoln High School Comprehensive Safe School Plan

- Because of the tanker fire in August 2011, it became evident that an alternative evacuation area was needed in addition to the stadium. An evacuation map to the softball fields on 6th Street was created.
- Safety drills are scheduled and practiced throughout the school year.
- Each year, the attendance secretaries update the students' information from their emergency cards into AERIES. In November of 2013, a copy of each student's emergency contact information and schedule was printed and placed into binders in the event of an emergency.

5.0 Monitor student activity and help improve student behavior using the campus supervisors

- Campus supervisors will lock and monitor gates in order to keep students on campus and intruders off campus.
- Campus supervisors patrol the campus to ensure that students arrive to class promptly and remain in assigned classes.
- Campus supervisors escort students to designated areas when necessary.
- Campus supervisors and administrators allow junior and seniors with a lunch privileges to leave at lunch by verifying the student's ID card.
- Students who have a D or F in the classes receive intervention during the STRIPES period. Students with A's, B's, and C's in all of their classes are rewarded with a preferred activity during the STRIPES period. Campus supervisors and administrators supervise the students during STRIPES.

Who will take the lead?

- Site Administration
- Leadership Committee
- Certificated and Classified Staff
- Custodian
- Leadership Students
- District Administration

Completion Date and Budget: Ongoing

Resources Needed:

- General Fund
- EIA Funds
- GATE Funds

How we will monitor and evaluate?

- Staff and Administration coordination of policies and programs
- STAR and CAHSEE results
- Review of Comprehensive Safe School Plan

S.10.181

- Incident logs and discipline records

Comprehensive Safe School Plan
2013-2014
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component II

Component II: Place
Goal #1 To establish and maintain a clean, safe learning environment in which students experience success
Objectives: To provide a suitable learning environment
1.0 Maintain and upgrade cameras throughout the campus to monitor student activity • School administrators, WPUSD Director of Technology, and district administration meet to review costs and effectiveness of cameras. • Custodian, campus supervisors, administration review activity on cameras to determine facts in incidents involving theft, vandalism, bullying or fights.
2.0 Remodel the existing facilities • Landscape improvements have been done in front of the entrance on J Street, the old entrance on 7th Street, and on the campus. • New windows were installed on the woodshop classroom. • The boys and girls restrooms in the main hallway near the cafeteria were remodeled. • Wrought iron gates and fences replace some of the chain link gates and fences. • The covered awning was built in 2010, which extends from the walkway between the cafeteria and weight room to the walkway between rooms 23 and 23A. • In 2011, the Agricultural Mechanics program was relocated to the school farm. Room 10 was remodeled for construction and implementation of the new Project Lead The Way program. • In 2011, maintenance to the roof in the AC room, weight room, and woodshop was done. • On November 5, 2012, the Project Lead The Way Engineering Lab Dedication included a ribbon cutting ceremony, acknowledgement of sponsors, presentation of program, and student presentation. • In 2012, the plumbing in the restrooms in the main office was redesigned and repaired. • In the summer of 2013, the roof was replaced in the kitchen and the main hallway and sidewing walkway awnings from the kitchen to room 8 were maintained. • In the summer of 2013, the previous ROP Sorts Medicine classroom was remodeled for the new special Day Class Independent Living Skills program. • During the summer and fall of 2013, the library was remodeled with a new layout, computers, carpet, and furniture. • Maintenance and/or replacement of all-weather track, soccer/football field, scoreboard and lighting in the Pence gym all issues needing desperate improvement. A plan needs to be addressed to discuss these issues.
3.0 Accommodate for growth • Three portables were added at the beginning of the '10-'11 school year. These classrooms were inhabited by three foreign language teachers, who previously taught in the portables located across the parking lot. • Two new science labs were added in December, 2010. The two science teachers who moved into their new classrooms had previously taught science in a regular classroom.

S.10.182

• District staff analyzed occupancy and class size maximums based on square footage of classroom.
Who will take the lead? • District Administration • District Maintenance • Site Administration • Lead Custodian
Completion Date and Budget: Ongoing
Resources Needed: • General Fund • School Safety
How we will monitor and evaluate? • Cameras are utilized to monitor student activity. Surveillance footage is documented on incident or suspension reports. • District office administration oversees the completion of the modernization projects and new facilities.

5.10.183

Comprehensive Safe School Plan
2013-2014
Lincoln High School

Personal Characteristics of Students and Staff:

Ethnic/Cultural diversity of students

- The ethnicity and cultural diversity of each student is recognized and respected. Students intermingle with each other with little or no concern about the ethnicity of cultural background of each other.

Life experiences of students and staff

- Curriculum and special programs are designed and modified to address issues relevant to the student body.
- Local social services support systems are coordinated with the school to provide needed services.

Staff Expertise

- The staff is diversified as to race, gender and ethnicity. Each individual helps to form a team-like atmosphere so that everyone feels that their importance is appreciated.

Physical/Health Concerns

- The school works closely with local health agencies and teaches issues that affect health in the curriculum.

The School's Physical Environment:

School Location

- Lincoln High School is located in the town of Lincoln which is part of Western Placer Unified School District.
- The student population at the high school has increased over the past ten years and is now approximately 1576.

School Grounds

- The Lincoln High School campus is completely fenced. The campus is closed for all freshmen and sophomores. Juniors and Seniors meeting grade and discipline requirements may leave at lunch, if permission is granted from the student's parent.
- Two campus supervisors are on campus.
- The old gym is open during lunch throughout inclement weather for supervised activities.
- The school is completely alarmed and after school and on the weekends.
- School policies concerning graffiti and vandalism are strictly enforced.

School Buildings and Custodians

- School buildings are well maintained, alarmed and free of physical hazards.
- The custodial staff is hard working and takes pride in the campus.

Internal Security Procedures

- A district crisis-response team and plan is in place with identified procedures.
- Standard incident and accident report procedures are in place.

S.10.184

- A limited number of security cameras have been installed throughout campus to monitor activity.

The School's Social Environment

Leadership

- The administration strives to establish leadership through establishing shared decision making and open communication. Data in the areas of academics, behavior, and attendance are consistently reviewed. Innovative ideas aimed at increased student success are shared and communicated with the entire staff.

School-Site Management

- Input from students, staff, parents, and the community in general, is encouraged. An active Leadership Committee, SBLT, PLC meetings, staff meetings, Boosters, Principal's blog, and the Student Council provide a way for different factions to express their ideas and communicate.

Classroom Organization and Structure

- The school-wide behavior expectations (BE SAFE, BE RESPONSIBLE, and BE RESPECTFUL) are posted in every classroom.
- Teachers review the school-wide behavior expectations and their classroom expectations with their students.
- Teacher and student complete the Behavior Intervention Plan if the student violates a minor classroom offense. The teacher, along with parents and administration, also discuss the violation and determine consequences based on the step number on the Behavior Intervention Plan.
- Conditions that promote maximum learning for students are in place. Staff members are encouraged to promote good citizenship, appreciation of all differences, student responsibility, career goals and critical thinking.
- No student has the right to disrupt the education of another student.

Discipline and Consequences

- Policies and procedures are in place for any disciplinary action which may be required. Students and parents are informed of these policies through printed information sheets, school website, conferences and/or meetings.

The School's Culture

Affiliation and Bonding

- Students and staff feel safe and secure on the campus. Students and staff take pride in Lincoln High School and strive to make it a friendly environment for everyone.

Behavioral Expectations

- The school models and expects positive behavior, maximum effort and respect for others from everyone.
- The administration has taken a zero tolerance stance regarding drugs and gang activities.

Academic Expectations

- Maximum effort to obtain academic goals is an expectation for everyone. Assessment tools are in place so that students' achievement can be measured.
- All students are expected to be prepared for their next step, whether that may be to college, trade school, the military, or the workforce.

Support and Recognition

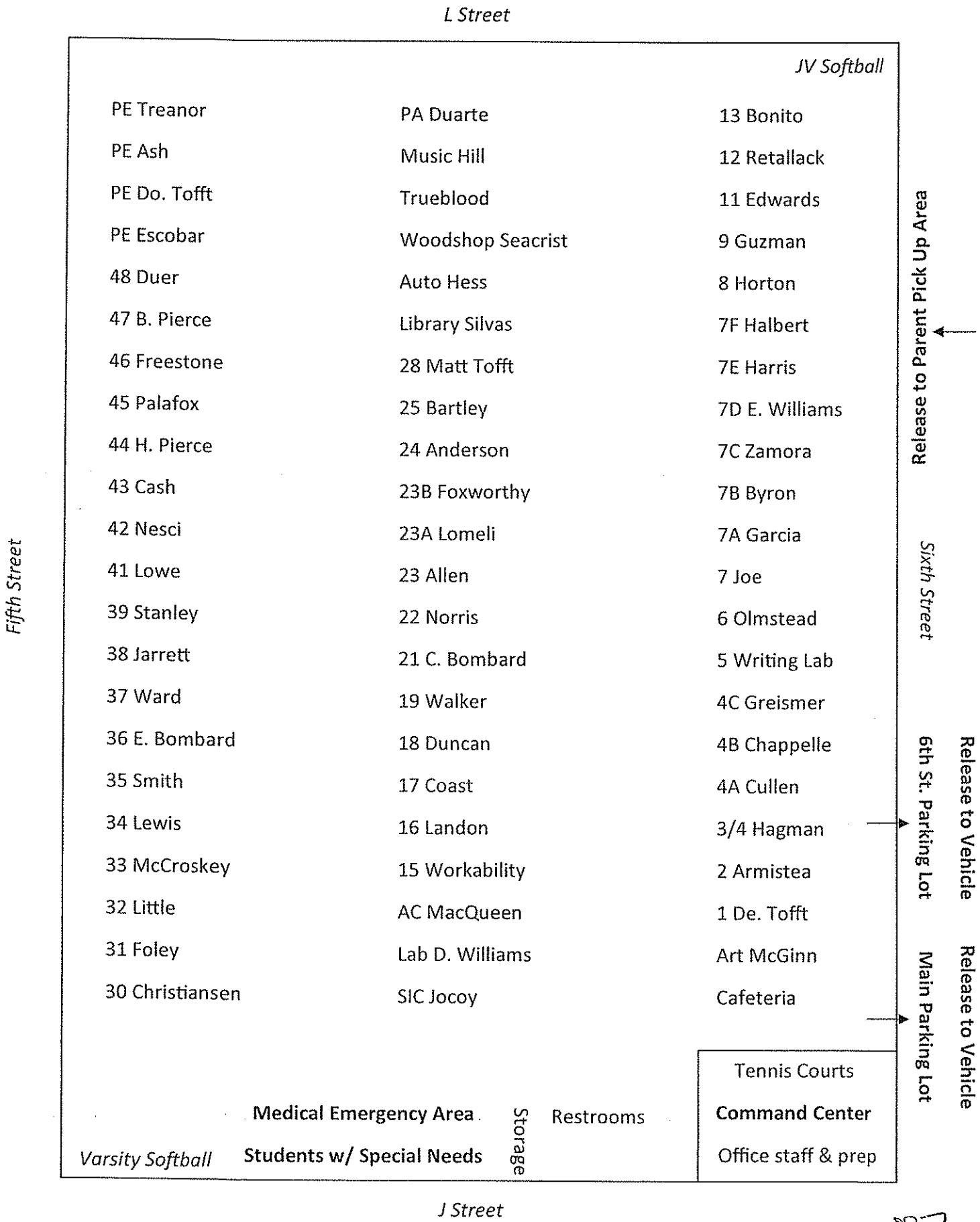
- Achievement by students and staff is recognized through dinners, the newspaper, meetings, assemblies, letters, and Zebra Pride passes and prize drawings.

S.10.185

- Tutoring is available to all students.
- Special classes are designed for students who require extra assistance with the California High School Exit Exam.

5.10.186

Evacuation to LHS Softball Fields



5.10.18

Release to Parent

Pick Up Area

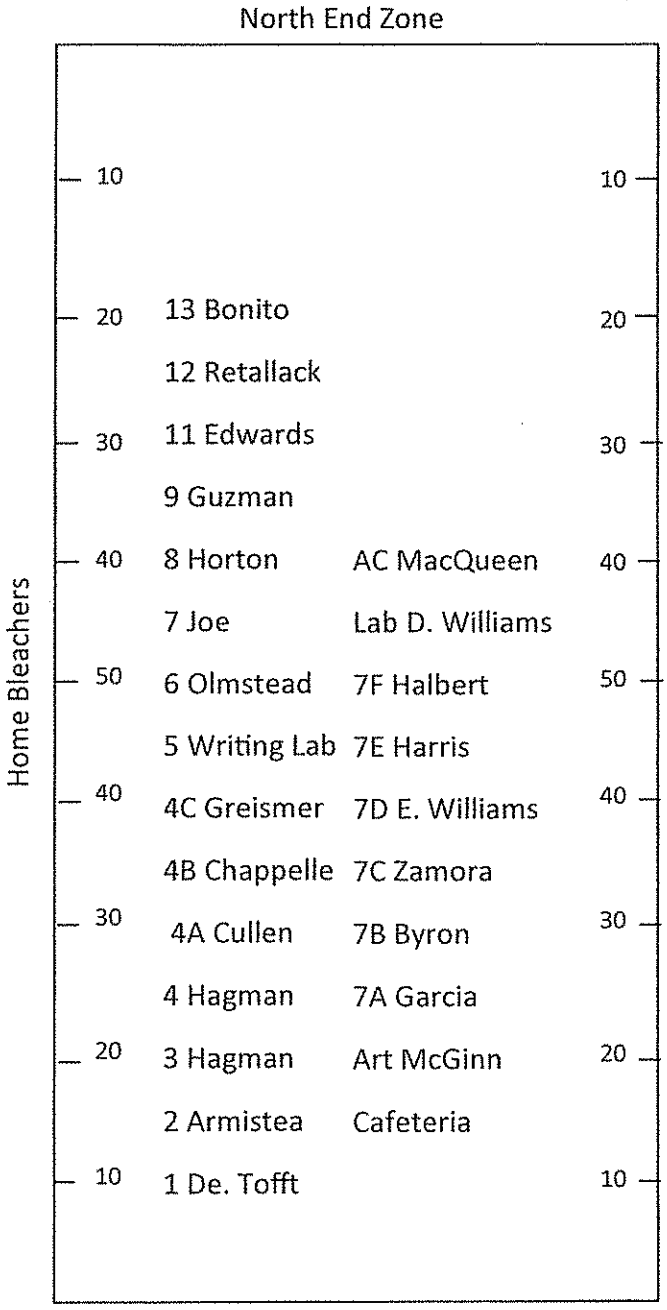
Evacuation to LHS Football Stadium

PA Duarte
Music Hill
PE Treanor
PE Ash
PE Do. Tofft
PE Escobar
48 Duer
47 B. Pierce
46 Freestone
45 Palafox
44 H. Pierce
43 Cash
42 Nesci
41 Lowe
39 Stanley
38 Jarrett
37 Ward
36 E. Bmbard
35 Smith
34 Lewis
33 McCroskey
32 Little
31 Foley
30 Christiansen
SIC Jocoy

Press Box

Command Center

All office staff and teachers on prep report to Command Center



Trueblood
Woodshop Seacrist
Auto Hess
Library Silvas
28 Matt Tofft
25 Bartley
24 Anderson
23B Foxworthy
23A Lomeli
23 Allen
22 Norris
21 C. Bombard
19 Walker
18 Duncan
17 Coast
16 Landon
15 Workability

Release to Vehicle

Main Parking Lot

Snack Bar

Medical Emergency Area

Students with Special Needs

Release to Vehicle

6th St. Parking Lot

5.10.188

Teachers' Unscheduled Periods
2013-2014

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Anderson, Evelyn	Bonito, Cindy	Coast, Kim	Ash, Robert	Allen, Tim	Armistead, Jessica	Armistead, Jessica	Allen, Tim
Ash, Robert	Chappelle, Eric	Duarte, Danielle	Bartley, Alice	Armistead, Jessica	Cash, Jeff	Bombard, Chris	Anderson, Evelyn
Bartley, Alice	Christiansen, Kendr	Hagman, Cindy	Bombard, Ersula	Duncan, J	Cullen, Mary Louise	Escobar, Gina	Armistead, Jessica
Bombard, Ersula	Escobar, Gina	Hill, David	Cash, Jeff	Griesmer, Donna	Duarte, Danielle	Foley, Jill	Bombard, Chris
Bonito, Cindy	Foley, Jill	Horton, Jennifer	Escobar, Gina	Jarrett, Allan	Duer, Jeff	Foxworthy, David	Coast, Kim
Chappelle, Eric	Garcia, Cathy	Jarrett, Allan	Guzman, Tomas	Landon, Chris	Escobar, Gina	Guzman, Tomas	Duncan, J
Christiansen, Kendr	Hicks, David	Lewis, Brett	Halbert, Bill	Lomeli, Elizabeth	Griesmer, Donna	Halbert, Bill	Edwards, Marilou
Cullen, Mary Louise	Jocoy, Clelia	Little, Holli	Horton, Jennifer	MacQueen, Mary	Hagman, Cindy	Harris, Lori	Escobar, Gina
Duer, Jeff	Joe, Alex	Lowe, Ken	Jarrett, Allan	Nesci, Peter	Harris, Lori	Hess, Barrett	Foxworthy, David
Edwards, Marilou	Little, Holli	McGinn, Vonnie	McCroskey, Tara	Pierce, Bob	Hill, David	Retallack, Mandy	Freestone, Mark
Freestone, Mark	Nesci, Peter	Norris, Cassandra	McGinn, Vonnie	Stanley, Lori	Jarrett, Allan	Seacrist, Scott	MacQueen, Mary
Garcia, Cathy	Norris, Cassandra	Palafox, Ben	Nesci, Peter	Treanor, Jason	Landon, Chris	Tofft, Donna	Nesci, Peter
Hicks, David	Pierce, Heather	Ward, Sylvia	Palafox, Ben		Lewis, Brett	Trueblood, Mike	Olmstead, Kathleen
Jocoy, Clelia	Retallack, Mandy		Smith, Janet		Lomeli, Elizabeth	Walker, Cassandra	Tofft, Donna
Joe, Alex	Seacrist, Scott		Williams, Eric		Lowe, Ken	Williams, Dan	Treanor, Jason
McCroskey, Tara	Stanley, Lori				Nesci, Peter	Williams, Eric	Williams, Dan
Olmstead, Kathleen	Tofft, Debbie				Pierce, Bob	Zamora, Betty	Zamora, Betty
Pierce, Heather	Trueblood, Mike				Ward, Sylvia		
Smith, Janet	Walker, Cassandra						
Tofft, Debbie							

L8.1.01.S.87

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Governor's State Budget Proposals 2014-15

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 21, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

The Governor's January Budget was released early on January 9, 2014. Staff attended the School Services of California Governor's Budget Workshop on January 17, 2014. For K-12 schools, the Governor is proposing:

- Fund $2.2 billion to eliminate all cash deferrals to K-12 schools
- Fund $4.5 billion of additional funding allocated through the LCFF, an average increase of 10.9% or $755 per pupil with an average base grant equivalent to $7,829 per ADA, including class size reduction and career technical education adjustments.
- Fund $33.3 million to support a 0.86% cost-of-living adjustment for the remaining categorical programs outside of the LCFF formula
- Proposals to increase instructional flexibility in the use of non-classroom based independent study
- $46.5 million in Prop. 98 funds to implement a revised student assessment system aligned to the new state standards

An update will be provided to the Board at the meeting.

RECOMMENDATION:

Administration recommends the Board receive the update on the Governor's State Budget proposals for the 2014-15 budget year.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Horizon Charter School's 2012-13 Annual Financial Statements and Audit Report

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent
Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 21, 2014

ROLL CALL REQUIRED:

No

BACKGROUND:

Western Placer Unified School District, as the sponsoring authority for Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review. Crowe Horwath LLP., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2013.

RECOMMENDATION:

Administration recommends the Board of Trustees receive the audited financial statements.

8.2

Crowe Horwath LLP
Independent Member Crowe Horwath International

Board of Directors
Horizon Charter School
Lincoln, California

Professional standards require that we communicate certain matters to keep you adequately informed about matters related to the financial statement audit that are, in our professional judgment, significant and relevant to your responsibilities in overseeing the financial reporting process. We communicate such matters in this report.

AUDITOR'S RESPONSIBILITY UNDER AUDITING STANDARDS GENERALLY ACCEPTED IN THE UNITED STATES OF AMERICA

Our responsibility is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. The audit of the financial statements does not relieve you of your responsibilities and does not relieve management of their responsibilities. Refer to our engagement letter with the Charter School for further information on the responsibilities of management and of Crowe Horwath LLP.

AUDITOR'S RESPONSIBILITY UNDER GOVERNMENT AUDITING STANDARDS

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of the Charter School's compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts or disclosures. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion.

The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

PLANNED SCOPE AND TIMING OF THE AUDIT

We are to communicate an overview of the planned scope and timing of the audit. Accordingly, the following matters will be discussed during our meeting with you.

- How we addressed the significant risks of material misstatement, whether due to fraud or error.
- Our approach to internal control relevant to the audit.
- The concept of materiality in planning and executing the audit, focusing on the factors considered rather than on specific thresholds or amounts.
- Where the entity has an internal audit function, the extent to which the auditor used the work of internal audit, and how the external and internal auditors best work together.

- Your views and knowledge about matters you consider warrant our attention during the audit, as well as your views on:
    - The allocation of responsibilities between you and management.
    - The entity's objectives and strategies, and the related business risks that may result in material misstatements.
    - Significant communications with regulators.
    - Other matters you believe are relevant to the audit of the financial statements.

SIGNIFICANT ACCOUNTING POLICIES AND MANAGEMENT JUDGMENTS AND ACCOUNTING ESTIMATES

Significant Accounting Policies: The Board of Directors should be informed of the initial selection of and changes in significant accounting policies or their application. Also, The Board of Directors should be aware of methods used to account for significant unusual transactions and the effect of significant accounting policies in controversial or emerging areas where there is a lack of authoritative consensus. We believe management has the primary responsibility to inform The Board of Directors about such matters. To assist The Board of Directors in its oversight role, we also provide the following accounting changes or significant policies requiring communication.

Accounting Standard	Impact of Adoption
GASB Statement No. 61 – The Financial Reporting Entity: Omnibus – An Amendment of GASB Statements No. 14 and No.34. This Statement modifies certain requirements for inclusion of component units in the financial reporting entity.	The objective of this Statement, issued in November 2010, is to improve financial reporting for a governmental financial reporting entity. The requirements of Statement No. 14, "The Financial Reporting Entity, and the related financial reporting requirements of Statement No. 34, Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments", were amended to better meet user needs and to address reporting entity issues that have arisen since the issuance of those Statements. This Statement modifies certain requirements for inclusion of component units in the financial reporting entity. For organizations that previously were required to be included as component units by meeting the fiscal dependency criterion, a financial benefit or burden relationship also would need to be present between the primary government and that organization for it to be included in the reporting entity as a component unit. Further, for organizations that do not meet the financial accountability criteria for inclusion as component units but that, nevertheless, should be included because the primary government's management determines that it would be misleading to exclude them, this Statement clarifies the manner in which that determination should be made and the types of relationships that generally should be considered in making the determination.

Accounting Standard	Impact of Adoption
GASB Statement No. 61 – The Financial Reporting Entity: Omnibus – An Amendment of GASB Statements No. 14 and No.34. This Statement modifies certain requirements for inclusion of component units in the financial reporting entity. (Continued)	This Statement also amends the criteria for reporting component units as if they were part of the primary government (that is, blending) in certain circumstances. For component units that currently are blended based on the "substantively the same governing body" criterion, it additionally requires that (1) the primary government and the component unit have a financial benefit or burden relationship or (2) management (below the level of the elected officials) of the primary government have operational responsibility (as defined in paragraph 8a) for the activities of the component unit. New criteria also are added to require blending of component units whose total debt outstanding is expected to be repaid entirely or almost entirely with resources of the primary government. The blending provisions are amended to clarify that funds of a blended component unit have the same financial reporting requirements as a fund of the primary government. Lastly, additional reporting guidance is provided for blending a component unit if the primary government is a business-type activity that uses a single column presentation for financial reporting. This Statement also clarifies the reporting of equity interests in legally separate organizations. It requires a primary government to report its equity interest in a component unit as an asset. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

Accounting Standard	Impact of Adoption
GASB Statement No. 62, "Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements"	This Statement, issued in December 2010, incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance that is included in the following pronouncements issued on or before November 30, 1989, which does not conflict with or contradict GASB pronouncements: (1) Financial Accounting Standards Board (FASB) Statements and Interpretations; (2) Accounting Principles Board Opinions; and (3) Accounting Research Bulletins of the American Institute of Certified Public Accountants' (AICPA) Committee on Accounting Procedure. The requirements in this Statement will improve financial reporting by contributing to the GASB's efforts to codify all sources of generally accepted accounting principles for state and local governments so that they derive from a single source. This effort brings the authoritative accounting and financial reporting literature together in one place, with that guidance modified as necessary to appropriately recognize the governmental environment and the needs of governmental financial statement users. It will eliminate the need for financial statement preparers and auditors to determine which FASB and AICPA pronouncement provisions apply to state and local governments, thereby resulting in a more consistent application of applicable guidance in financial statements of state and local governments. In addition, all FASB and AICPA pronouncements became non-authoritative literature for the private sector on July 1, 2009, the effective date of the FASB Accounting Standards Codification. Although certain FASB and AICPA pronouncements are still available in the archive section of the FASB's Codification on a limited basis, this Statement will make accessible in the GASB's authoritative literature all applicable accounting and financial reporting guidance previously residing only in the FASB and AICPA pronouncements. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

Accounting Standard	Impact of Adoption
GASB Statement No. 63, "Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position"	This Statement, issued in June 2011, provides a new statement of net position format to report all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position (which is the net residual amount of the other elements). This Statement requires that deferred outflows of resources and deferred inflows of resources be reported separately from assets and liabilities. This Statement also amends certain provisions of GASB Statement No. 34, Basic Financial Statements -- and Management's Discussion and Analysis -- for State and Local Governments, and related pronouncements to reflect the residual measure in the statement of financial position as net position, rather than net assets. The requirements of this Statement will improve financial reporting by standardizing the presentation of deferred outflows of resources and deferred inflows of resources and their effects on a government's net position. It alleviates uncertainty about reporting those financial statement elements by providing guidance where none previously existed. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

Accounting Standard	Impact of Adoption
GASB Statement No. 65, "Items Previously Reported as Assets and Liabilities"	This Statement, issued in March 2012, establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflows of resources, certain items that were previously reported as assets and liabilities and recognizes, as outflows of resources or inflows of resources, certain items that were previously reported as assets and liabilities. Concepts Statement No. 4, Elements of Financial Statements, introduced and defined the elements included in financial statements, including deferred outflows of resources and deferred inflows of resources. In addition, Concepts Statement 4 provides that reporting a deferred outflow of resources or a deferred inflow of resources should be limited to those instances identified by the Board in authoritative pronouncements that are established after applicable due process. Prior to the issuance of this Statement, only two such pronouncements have been issued. Statement No. 53 requires the reporting of a deferred outflow/inflows of resources for the changes in fair value of hedging derivative instruments, and Statement No. 60, requires a deferred inflow of resources to be reported by a transferor government in a qualifying service concession arrangement. This Statement amends the financial statement element classification of certain items previously reported as assets and liabilities to be consistent with the definitions in Concepts Statement 4. This Statement also provides other financial reporting guidance related to the impact of the financial statement elements deferred outflows of resources and deferred inflows of resources, such as changes in the determination of the major fund calculations and limiting the use of the term deferred in financial statement presentations. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

Accounting Standard	Impact of Adoption
GASB Statement No. 66, "Technical Corrections – 2012, An Amendment of GASB Statements No. 10 and No. 62"	The objective of this Statement, issued in March 2012, is to improve accounting and financial reporting for a governmental financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 54, Fund Balance Reporting and Governmental Fund Type Definitions, and No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements. This Statement amends Statement No. 10, Accounting and Financial Reporting for Risk Financing and Related Insurance Issues, by removing the provision that limits fund-based reporting of an entity's risk financing activities to the general fund and the internal service fund type. As a result, governments should base their decisions about fund type classification on the nature of the activity to be reported, as required in Statement 54 and Statement No. 34, Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments. This Statement also amends Statement 62 by modifying the specific guidance on accounting for (1) operating lease payments that vary from a straight-line basis, (2) the difference between the initial investment (purchase price) and the principal amount of a purchased loan or group of loans, and (3) servicing fees related to mortgage loans that are sold when the stated service fee rate differs significantly from a current (normal) servicing fee rate. These changes clarify how to apply Statement No. 13, Accounting for Operating Leases with Scheduled Rent Increases, and result in guidance that is consistent with the requirements in Statement No. 48, Sales and Pledges of Receivables and Future Revenues and Intra-Entity Transfers of Assets and Future Revenues, respectively. This Statement is effective for fiscal years beginning after June 15, 2014. Earlier application is encouraged. Management has not determined what impact, if any, this GASB statement might have on its financial statements.

Accounting Standard	Impact of Adoption
GASB Statement No. 67, "Financial Reporting for Pension Plans – An Amendment of GASB Statement No. 25"	The objective of this Statement, issued in June 2012, is to improve financial reporting by state and local governmental pension plans. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency. This Statement replaces the requirements of Statements No. 25, Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans, and No. 50, Pension Disclosures, as they relate to pension plans that are administered through trusts or equivalent arrangements (hereafter jointly referred to as trusts) that meet certain criteria. The requirements of Statements 25 and 50 remain applicable to pension plans that are not administered through trusts covered by the scope of this Statement and to defined contribution plans that provide postemployment benefits other than pensions. This Statement establishes a definition of a pension plan that reflects the primary activities associated with the pension arrangement—determining pensions, accumulating and managing assets dedicated for pensions, and paying benefits to plan members as they come due. The scope of this Statement addresses accounting and financial reporting for the activities of pension plans that are administered through trusts that have the following characteristics: • Contributions from employers and nonemployer contributing entities to the pension plan and earnings on those contributions are irrevocable. • Pension plan assets are dedicated to providing pensions to plan members in accordance with the benefit terms. • Pension plan assets are legally protected from the creditors of employers, nonemployer contributing entities, and the pension plan administrator. If the plan is a defined benefit pension plan, plan assets also are legally protected from creditors of the plan members.

Accounting Standard	Impact of Adoption
GASB Statement No. 67, "Financial Reporting for Pension Plans – An Amendment of GASB Statement No. 25" (Continued)	For defined benefit pension plans, this Statement establishes standards of financial reporting for separately issued financial reports and specifies the required approach to measuring the pension liability of employers and nonemployer contributing entities for benefits provided through the pension plan (the net pension liability), about which information is required to be presented. Distinctions are made regarding the particular requirements depending upon the type of pension plan administered, as follows: • Single-employer pension plans—those in which pensions are provided to the employees of only one employer (as defined in this Statement) • Agent multiple-employer pension plans (agent pension plans)—those in which plan assets are pooled for investment purposes but separate accounts are maintained for each individual employer so that each employer's share of the pooled assets is legally available to pay the benefits of only its employees • Cost-sharing multiple-employer pension plans (cost-sharing pension plans) those in which the pension obligations to the employees of more than one employer are pooled and plan assets can be used to pay the benefits of the employees of any employer that provides pensions through the pension plan. This Statement also details the note disclosure requirements for defined contribution pension plans administered through trusts that meet the identified criteria. This Statement is effective for fiscal years beginning after June 15, 2014. Earlier application is encouraged. Management has not determined what impact, if any, this GASB statement might have on its financial statements.

Accounting Standard	Impact of Adoption
GASB Statement No. 68, "Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27"	The primary objective of this Statement, issued in June 2012, is to improve accounting and financial reporting by state and local governments for pensions. It also improves information provided by state and local governmental employers about financial support for pensions that is provided by other entities. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency. This Statement replaces the requirements of Statement No. 27, Accounting for Pensions by State and Local Governmental Employers, as well as the requirements of Statement No. 50, Pension Disclosures, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements (hereafter jointly referred to as trusts) that meet certain criteria. The requirements of Statements 27 and 50 remain applicable for pensions that are not covered by the scope of this Statement. The scope of this Statement addresses accounting and financial reporting for pensions that are provided to the employees of state and local governmental employers through pension plans that are administered through trusts that have the following characteristics: • Contributions from employers and nonemployer contributing entities to the pension plan and earnings on those contributions are irrevocable. • Pension plan assets are dedicated to providing pensions to plan members in accordance with the benefit terms. • Pension plan assets are legally protected from the creditors of employers, nonemployer contributing entities, and the pension plan administrator. If the plan is a defined benefit pension plan, plan assets also are legally protected from creditors of the plan members. This Statement establishes standards for measuring and recognizing liabilities, deferred outflows of resources, deferred inflows of resources, and expense/expenditures. For defined benefit pensions, this Statement identifies the methods and assumptions that should be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service.

Accounting Standard	Impact of Adoption
GASB Statement No. 68, "Accounting and Financial Reporting for Pensions – An Amendment of GASB Statement No. 27" (Continued)	Note disclosure and required supplementary information requirements about pensions also are addressed. Distinctions are made regarding the particular requirements for employers based on the number of employers whose employees are provided with pensions through the pension plan and whether pension obligations and pension plan assets are shared. Employers are classified in one of the following categories for purposes of this Statement: • Single employers are those whose employees are provided with defined benefit pensions through single-employer pension plans—pension plans in which pensions are provided to the employees of only one employer (as defined in this Statement). • Agent employers are those whose employees are provided with defined benefit pensions through agent multiple-employer pension plans—pension plans in which plan assets are pooled for investment purposes but separate accounts are maintained for each individual employer so that each employer's share of the pooled assets is legally available to pay the benefits of only its employees. • Cost-sharing employers are those whose employees are provided with defined benefit pensions through cost-sharing multiple-employer pension plans—pension plans in which the pension obligations to the employees of more than one employer are pooled and plan assets can be used to pay the benefits of the employees of any employer that provides pensions through the pension plan. In addition, this Statement details the recognition and disclosure requirements for employers with liabilities (payables) to a defined benefit pension plan and for employers whose employees are provided with defined contribution pensions. This Statement also addresses circumstances in which a nonemployer entity has a legal requirement to make contributions directly to a pension plan. This Statement is effective for fiscal years beginning after June 15, 2014. Earlier application is encouraged. Management has not determined what impact, if any, this GASB statement might have on its financial statements.

Management Judgments and Accounting Estimates: Further, accounting estimates are an integral part of the financial statements prepared by management and are based upon management's current judgments. These judgments are based upon knowledge and experience about past and current events and assumptions about future events. Certain estimates are particularly sensitive because of their significance and because of the possibility that future events affecting them may differ markedly from management's current judgments and may be subject to significant change in the near term.

The following describes the significant accounting estimates reflected in the Charter School's year end financial statements, the process used by management in formulating these particularly sensitive accounting estimates and the primary basis for our conclusions regarding the reasonableness of those estimates.

Significant Accounting Estimate	Process Used by Management	Basis for Our Conclusions
Revenue Limit	Management calculates the Base Revenue Limit amount by using prior year Base Revenue Limit amount increased by the applicable cost-of-living increase. This amount is then multiplied by the Charter School's funded ADA which is equal to the greater of current year or prior year second period ADA. Several adjustments may be made to the revenue limit funding to include additional funding such as Unemployment Insurance Program funding. Also, other adjustments to the revenue limit funding are made for various purposes including the recapture of savings related to the Public Employees Retirement System employer contribution rate.	We tested the propriety of information underlying management's estimates.
Useful Lives of Fixed Assets	Management has determined the economic useful lives of fixed assets based on past history of similar types of assets, future plans as to their use, and other factors that impact their economic value to the Charter School.	We tested the propriety of information underlying management's estimates.
Loss Contingencies	The Charter School consults with legal counsel to evaluate outstanding litigation, claims and assessments. Factors that affect management's evaluation of litigation contingencies requiring disclosure include the nature of the contingencies and whether the outcome could have an effect on the consolidated financial statements.	Based on information obtained from the Charter School's legal counsel regarding this matter and discussions with management, we concur with management's determination that the loss contingency does not meet conditions for accrual of being both probable and estimable, and, thus, no accrual is recorded and no specific disclosures are required.

AUDITOR'S JUDGMENTS ABOUT QUALITATIVE ASPECTS OF SIGNIFICANT ACCOUNTING PRACTICES

We are to discuss with you our comments about the following matters related to the Charter School's accounting policies and financial statement disclosures. Accordingly, these matters will be discussed during our meeting with you.

- The appropriateness of the accounting policies to the particular circumstances of the entity, considering the need to balance the cost of providing information with the likely benefit to users of the entity's financial statements.
- The overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- The effect of the timing of transactions in relation to the period in which they are recorded.
- The potential effect on the financial statements of significant risks and exposures, and uncertainties that are disclosed in the financial statements.
- The extent to which the financial statements are affected by unusual transactions including nonrecurring amounts recognized during the period, and the extent to which such transactions are separately disclosed in the financial statements.
- The issues involved, and related judgments made, in formulating particularly sensitive financial statement disclosures.
- The factors affecting asset and liability carrying values, including the entity's basis for determining useful lives assigned to tangible and intangible assets.
- The selective correction of misstatements, for example, correcting misstatements with the effect of increasing reported earnings, but not those that have the effect of decreasing reported earnings.

CORRECTED AND UNCORRECTED MISSTATEMENTS

Corrected Misstatements: We are to inform you of material corrected misstatements that were brought to the attention of management as a result of our audit procedures.

There were no such misstatements.

Uncorrected Misstatements: We are to inform you of uncorrected misstatements that were aggregated by us during the current engagement and pertaining to the latest and prior period(s) presented that were determined by management to be immaterial, both individually and in the aggregate, to the financial statements taken as a whole. For your consideration, we have distinguished misstatements between known misstatements and likely misstatements.

There were no such misstatements.

OTHER COMMUNICATIONS

Communication Item	Results
Other Information In Documents Containing Audited Financial Statements Information may be prepared by management that accompanies the financial statements. To assist your consideration of this information, you should know that we are required by audit standards to read such information and consider whether such information, or the manner of its presentation, is materially inconsistent with information in the financial statements. If we consider the information materially inconsistent based on this reading, we are to seek a resolution of the matter.	We understand that management has not prepared such information to accompany the audited financial statements.

Communication Item	Results
Significant Difficulties Encountered During the Audit We are to inform you of any significant difficulties encountered in dealing with management related to the performance of the audit.	There were no significant difficulties encountered in dealing with management related to the performance of the audit.
Disagreements With Management We are to discuss with you any disagreements with management, whether or not satisfactorily resolved, about matters that individually or in the aggregate could be significant to the Charter School's financial statements or the auditor's report.	During our audit, there were no such disagreements with management.
Consultations With Other Accountants If management consulted with other accountants about auditing and accounting matters, we are to inform you of such consultation, if we are aware of it, and provide our views on the significant matters that were the subject of such consultation.	We are not aware of any instances where management consulted with other accountants about auditing or accounting matters since no other accountants contacted us, which they are required to do by Statement on Auditing Standards No. 50, before they provide written or oral advice.
Representations The Auditor Is Requesting From Management We are to provide you with a copy of management's requested written representations to us.	We direct your attention to a copy of the letter of management's representation to us provided separately.
Significant Issues Discussed, or Subject to Correspondence, With Management We are to communicate to you any significant issues that were discussed or were the subject of correspondence with management.	There were no such significant issues discussed, or subject to correspondence, with management.
Significant Related Party Findings and Issues We are to communicate to you significant findings and issues arising during the audit in connection with the Charter School's related parties.	There were no such findings or issues that are, in our judgment, significant and relevant to you regarding your oversight of the financial reporting process.
Other Findings or Issues We Find Relevant or Significant We are to communicate to you other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to you regarding your oversight of the financial reporting process.	There were no such other findings or issues that are, in our judgment, significant and relevant to you regarding your oversight of the financial reporting process.

We are pleased to serve your Charter School as its independent auditors and look forward to our continued relationship. We provide the above information to assist you in performing your oversight responsibilities, and would be pleased to discuss this letter or any matters further, should you desire. This letter is intended solely for the information and use of The Board of Directors and, if appropriate, management, and is not intended to be and should not be used by anyone other than these specified parties.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 13, 2013

8.2.14.

HORIZON
CHARTER SCHOOLS

Quality Education through Personalized Learning

December 13, 2013

Crowe Horwath LLP
400 Capitol Mall, Suite 1200
Sacramento, California 95814

Ladies and Gentlemen:

We are providing this letter in connection with your audit of the financial statements of Horizon Charter School as of June 30, 2013 and for the year then ended for the purpose of expressing opinions as to whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of Horizon Charter School, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America.

Some representations in this letter are specifically limited to matters that are material. Items are considered material if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of the date of this letter, the following representations made to you during your audit:

1. We are responsible for the fair presentation in the previously mentioned financial statements in conformity with accounting principles generally accepted in the United States, and we believe the financial statements are fairly presented and include all properly classified funds and other financial information of the primary government required by generally accepted accounting principles to be included in the financial reporting entity.
2. We are responsible for maintaining internal control that will, among other things, help assure the preparation of the financial statements in conformity with accounting principles generally accepted in the United States. We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
3. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts, and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.
4. We have made available to you all –
    a. Financial records and related data and other relevant information, as well as access, as agreed upon in the terms of the audit engagement.
    b. Minutes of the Board of Trustees or summaries of actions of recent meetings for which minutes have not yet been prepared.
    c. Audit or relevant monitoring reports, if any, received from funding sources.

8.2.15

5. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
6. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements or the schedule of expenditures of federal awards.
7. We have no plans or intentions that might materially affect the carrying value or classification of assets, deferred outflows, liabilities, and deferred inflows.
8. We have identified all accounting estimates that materially affect recorded amounts and disclosures in the financial statements, and the key factors and significant assumptions underlying those estimates. We believe the estimates are reasonable in the circumstances.

   These estimates include:

   a. Revenue Limit.
   b. Valuation of long lived assets.
   c. Disclosure of pension plans or other post-retirement benefits.

9. Except as disclosed in the financial statements, or directly to you, there are or have been no material:

   a. Related party transactions and related amounts receivable or payable, including revenues, expenditures/expenses, loans, transfers, leasing arrangements and guarantees.
   b. Arrangements, either written or oral, with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements.
   c. Oral or written guarantees under which the entity is contingently liable.
   d. Other financial instruments with significant "off-balance-sheet" risk of accounting loss to which the entity is a party.
   e. Asserted or unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with GASB 62.
   f. Concentrations that make the entity vulnerable to the risk of a severe impact within one year from the balance sheet date (including, for example, individual or group concentrations of customers, suppliers, lenders, products, services, sources of labor or materials, licenses or other rights, operating areas or markets).
   g. Significant accounting estimates that are susceptible to changing materially as a result of an event or change in conditions that is reasonably possible of occurrence within one year from the balance sheet date.
   h. Liens, encumbrances or other title impairments, such as pledges as collateral, on entity assets at the balance sheet date.
   i. Restrictions under borrowing agreements.
   j. Unrecorded transactions.
   k. Significant events that have occurred subsequent to the balance sheet date through the date of this letter that would require adjustment to, or disclosure in, the financial statements.
   l. Declines in market value of investments that are not temporary.

10. Except as disclosed to you, we have no knowledge of any fraud or suspected fraud affecting the entity involving:

8.2.16

a. Management, whether material or not.

b. Employees who have significant roles in internal control, whether material or not.

c. Others where the fraud could have a material effect on the financial statements.

11. Except as disclosed to you, we have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators, or others.

12. Except as disclosed to you, there have been no:

a. Violations or possible violations of budget ordinances, laws or regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss.

b. Other material liabilities or gain or loss contingencies that are required to be accrued or disclosed by GASB 62.

c. Communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices that could have a material effect on the financial statements.

d. Reservations or designations of fund equity that were not properly authorized and approved.

13. We have complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.

14. We are responsible for the presentation of the supplementary information in accordance with the applicable criteria and believe the supplementary information, including its form and content, is fairly presented in accordance with these criteria. The methods of measurement and presentation have not changed from those used in the prior period. All significant assumptions or interpretations underlying the measurement and presentation of the supplementary information have been identified and disclosed to you. If the supplementary information is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance of the supplementary information and the auditor's report thereon.

15. We are responsible for the required supplementary information, including that such information is measured and presented in accordance with prescribed guidelines. The methods of measurement or presentation have not changed from those used in the prior period. All significant assumptions or interpretations underlying the measurement or presentation of the required supplementary information have been disclosed to you.

16. During the course of your audit, we have provided to you physical or electronic copies of various original documents. We understand that you are relying on such copies as audit evidence in your audit and represent that copies provide are an accurate and completed representation of the original documentation and that the copies have not been modified from their original version.

17. During the course of your audit, you may have accumulated records containing data which should be reflected in our books and records. All such data have been so reflected. Accordingly, copies of such records in your possession are no longer needed by us.

18. The financial statements include all joint ventures with an equity interests and properly disclose these joint ventures and other related organizations (e.g. – Joint Powers Agreements).

19. The financial statements properly classify all funds and activities.

8.2.17

20. All funds that meet the quantitative criteria in GASB Statements Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to the financial statement users.

21. Net position components (net investment in capital assets, restricted, and unrestricted) are properly classified and fund balance types (including minimum fund balance policies and/or stabilization agreements, if applicable) are properly presented and disclosed pursuant to GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions.*

22. Expenses have been properly classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.

23. Revenues are properly classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.

24. Interfund, internal, and intra-entity activity and balances have been properly classified and reported.

25. Deposits and investment securities are properly classified in category of custodial credit risk.

26. Capital assets, including infrastructure assets, are properly capitalized, reported, and if applicable, depreciated.

27. We understand that you have assisted us with the preparation of our financial statements and footnotes and we have reviewed and approved the financial statements and footnotes and take full responsibility for them.

28. We are responsible for compliance with the State of California's Standards and Procedures for Audits of California's K-12 Local Education Agencies.

29. With respect to compliance with Government Auditing Standards:

    a. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to this organization.

    b. We are responsible for establishing and maintaining effective internal control over financial reporting.

    c. We have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that have a direct and material effect on the determination of financial statement amounts.

    d. We have identified and disclosed to you violations (or possible violations) of laws, regulations, and provisions of contracts and grant agreements whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.

Craig Heimbichner
Superintendent/CEO

Ana Mendez
Interim CBO

8.2.18

HORIZON CHARTER SCHOOL
Lincoln, California

FINANCIAL STATEMENTS
June 30, 2013

8.2.19

HORIZON CHARTER SCHOOL

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2013

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HORIZON CHARTER SCHOOL

FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2013

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HORIZON CHARTER SCHOOL

ORGANIZATION

June 30, 2013

Horizon Charter School (the Organization) is a California non-profit benefit corporation that was incorporated in January 2001, and is organized to manage, operate, guide, direct, and promote Horizon Charter School and Partnerships for Student-Centered Learning, California public independent study charter schools, charter numbers 0015 and 1227, respectively.

BOARD OF DIRECTORS

Name	Office	Term Expires
Sandra Frame	President Education Representative	2013
Angela Henning	Vice President Parent Representative	2014
Cynthia Moore	Business/Community Representative	2014
Andrea Rynberk	Parent Representative	2014
Carmen Del Prado	Parent Representative WPUSD	2014
Carmen Oates	Parent Representative	2015
Frank Kavenik	Parent Representative	2015

ADMINISTRATION

Craig Heimbichner
Superintendent/Chief Executive Officer

Cynthia D., V. Wood
Deputy Superintendent/Chief Academic Officer

Cyndy Spano
Interim Chief Business Officer

8.2.22

Crowe Horwath.

Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Horizon Charter School
Lincoln, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of Horizon Charter School, as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Horizon Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of Horizon Charter School, as of June 30, 2013, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the Unite d States of America.

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Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *Management's Discussion and Analysis* on pages 3 to 11 and the Required Supplementary Information, such as the General Fund Budgetary Comparison Schedule on page 34 be presented to supplement the financial statements. Such information, although not a part of the financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the financial statements, and other knowledge we obtained during our audit of the financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Horizon Charter School's financial statements. The supplementary information listed in the table of contents is presented for purposes of additional analysis and is not a required part of the financial statements.

The supplementary information as listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. Such information, except for the Supplemental Combining Balance Sheet - General Fund, Supplemental Combining Statement of Revenues, Expenditures and Change in Fund Balance - General Fund and Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information as listed in the table of contents, except for the Supplemental Combining Balance Sheet - General Fund, Supplemental Combining Statement of Revenues, Expenditures and Change in Fund Balance - General Fund and Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the financial statements as a whole.

The Supplemental Combining Balance Sheet - General Fund, Supplemental Combining Statement of Revenues, Expenditures and Change in Fund Balance - General Fund and Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

Report on Other Legal and Regulatory Requirements

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2013 on our consideration of Horizon Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Horizon Charter School's internal control over financial reporting and compliance.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 13, 2013

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Management's Discussion and Analysis
Fiscal Year Ended June 30, 2013
UNAUDITED

Introduction

Horizon Charter Schools (HCSs) operates two charters through the chartering agency: Horizon Charter School (HCS), charter number 0015, and Partnerships for Student-Centered Learning (PSCL), charter number 1227. The HCS charter was renewed by Western Placer Unified School District (WPUSD) in February 2008 for the five year period ending June 2013. The PSCL charter was granted by WPUSD in July 2010 for the three year period ending June 2013.

During the 2012-13 fiscal year, both charters presented petitions for charter renewal to WPUSD. Both HCS and PSCL received a five year renewal period ending in June 2018.

The programs offered by the charter schools are as follows:

- The Home Teaching program (Grades K to 12) is designed for students whose parents are actively involved in their education. The parents have a strong sense of what they want their children to study and are actively involved in the lesson planning, instructing, and correcting of assignments for their children. Home study students, as well as their parents, have face-to-face meetings with their Supervising Teacher at least once every 20 school days for a minimum of one hour per student meeting.
- The Independent Study program (Grades 7 to 12) is designed for struggling students whose parents need or want more assistance in educating their child or for those families who do not choose to be as involved in the day-to-day educational program as the Home Teaching Program requires. This program is called Additional Educational Support Services (AESS). The AESS program allows for additional assistance from the Supervising Teacher (ST) as the ST will spend, at a minimum, one hour every two weeks working with the student.
- Lincoln Montessori Community Co-op (LMCC, grades K-8) is an educational option for those parents who wish for their children to obtain an academic education in a community-based setting. In this site-based program, students attend school all day Monday through Friday.

Middle and High School Learning Centers are the fourth program choice offered by HCS. This program option generally consists of two days per week of core subject instruction and one day per week of academic electives (considered a hybrid educational model.) Programs offered under this option are as follows:

- Sacramento Learning Center offers classes that support Independent Study efforts and enrichment opportunities. The Sacramento Learning Center serves students in grades 6-12 in the Elk Grove and South Sacramento areas.
- Accelerated Learning Academy (ALA) is a rigorous program that serves students in grades K-8 in the Rocklin and greater Placer county area. This program closed in October of the 2012-13 school year.
- Rocklin Learning Center started the year as a college preparatory program with a focus on math, science and engineering. RAMSE served students in grades K-12 in the Rocklin area. However, in October 2012, it converted to a virtual delivery model that supports independent study efforts for high school students.
- Auburn Learning Center serves elementary students in grades K-6 in the Auburn and greater Placer county area.

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• The Placerville Learning Center provides classes that support independent study efforts and enrichment opportunities; serving students in grades K-12 in the Placerville area.

• Sacramento Learning Center is a college preparatory program offering classes that support independent study; serving students in grades K-12 in the Sacramento area.

•The Auburn Learning Center focuses on supplementary classes in three areas: A-G core academic classes, highly developed visual and performing arts opportunities and a dedication to project based multi-sensory learning. This center serves students in grades 7-12 in the Auburn area.

During 2012-13, the HCSs served 554 different students at 5 sites, accounting for average daily P-2 attendance (ADA) of 1,362 at HCS and 1,361 at PSCL (126 of which is classroom based).

Students attending HCSs typically have faced academic, personal, and other challenges in their lives. They enroll in HCSs programs to develop the skills to better prepare themselves for life. Students state that HCSs charter school's teachers provide them with the individualized attention, commitment, and caring that they need to succeed in their coursework.

For Fiscal 2012-13, HCSs combined charter school finances remain fiscally sound. HCSs continues its efforts to effectively use its resources to improve its academic programs and thereby its student success. This document focuses on how HCSs maintained its sound fiscal position and how it employs its resources to ensure the best education possible for its students. Specifically, the document:

- Discusses the Content and Changes to the Financial Statements
- Briefly describes some of the charter school's Fiscal Processes
- Summarizes Enrollment and ADA trends
- Analyzes Resource Allocations

Overview of the Financial Statements

Fund Financial Statements

Fund Financial Statements are the standard financial statements: the balance sheet and the statement of revenues, expenditures and change in fund balance (the income statement). They provide the end result of the year's activities as it relates to the schools financial position. For charter schools, there is only one governmental fund to report on – the general fund. Fund financial statements use the modified accrual basis of accounting.

Government-wide Financial Statements

The government-wide financial statements are required by GASB 34, a requirement designed to provide an overview of the financial activities of the school in a format similar to a private sector business. The government-wide financial statements include the Statement of Net Position and the Statement of Activities. In addition to the information included in the fund financial statements, the government-wide statements contain information regarding assets held and long term liabilities. Government-wide statements use the accrual basis of accounting.

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Government-Wide Statement of Net Position

Figure 1 shows the changes in HCSs Government-Wide Statement of Net Position as of June 30, 2013. This statement is slightly different from the balance sheet in that it includes capital assets and the liability for compensated absences (accrued vacation liability) and long-term debt.

Figure 1
Horizon Charter Schools
Statement of Net Position
June 30, 2013

	Governmental Activities
ASSETS	
Cash and Investments	$ 4,720,190
Receivables	3,023,472
Prepaid Expenses	101,364
Other Assets	80,230
Depreciable Capital Assets, net of Accumulated Depreciation	364,088
Total Assets:	8,289,344
LIABILITIES	
Accounts Payable and Accrued Expenses	728,472
Long-term Liabilities:	
Due within one year	19,932
Due after one year	127,113
Total Liabilities:	875,517
NET POSITION	
Net Investment in Capital Assets	280,485
Restricted	192,364
Unrestricted	6,940,978
Total Net Position:	$ 7,413,827

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Government-Wide Statement of Activities

The Government-Wide Statement of Activities differs from the Governmental Funds Statement of Revenues, Expenditures and Change in Fund Balance because the statement reports all expenses by their function rather than by their expense category. The function represents the general operational area within the charter school and groups related activities together. Figure 2 summarizes the Government-Wide Statement of Activities for the year ended June 30, 2013.

Figure 2
Horizon Charter Schools
Statement of Activities
June 30, 2013

	Governmental Activities
EXPENSE	
Instruction	$ (10,774,461)
Instruction-Related Services:	
Supervision of Instruction	(352,126)
Instructional Library, Media & Technology	(145,065)
School Site Administration	(1,101,860)
Pupil Services	(952,098)
General Administration:	
Centralized Data Processing	(710,509)
All other General Administration	(1,671,096)
Plant Services	(1,984,839)
Other Outgo	3,538
Special and Extraordinary	(809,551)
Depreciation	(56,795)
Total Governmental Activities:	(18,554,862)
REVENUE	
Operating Grants and Contributions	883,628
General Revenues:	
Taxes Levied for General Purposes	172,130
Federal and State Aid not Restricted to Specific Purposes	18,473,277
Interest and Investment Earnings	40,422
Miscellaneous	453
Total Revenues:	19,569,910
POSITION	
Net Change in Position:	1,015,048
Net Position, July 1, 2012:	6,398,779
Net Position, June 30, 2013:	$ 7,413,827

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Analysis of Budget to Actuals for FY 2012-13

Figure 3 below contains the original budget, the final budget, and the actual results of operations for FY 12-13. The original budget was adopted by the board in June 2012.

The increase of $311,205 in Certificated Salary expenditures is a result of an increase in Resource Specialist Program (RSP) salaries, as well as one additional Psychologist. The unbudgeted Capital Outlay increase of $166,673 is the result of a 3 year lease with Special Order Systems (SOS) for equipment and core infrastructure refresh and virtualization project. The over $1.1 million savings in Contract Services and Operating Expenditure is the combined savings of reduction in facilities and contracted services. In October 2012, HCSs closed two learning centers and severed the relationship with a third party vendor.

It is important to note that within the Contract Services and Operation Expenditures, HCSs leases property and equipment under various non-cancelable operating lease agreements. Rental expense under operating lease during the year ended June 30, 2013 totaled $1,366,198.

8.2.29

Figure 3
Horizon Charter Schools
Budgetary Comparison Schedule
June 30, 2013

	Budget			Variance Favorable
	Original	Final	Actual	(Unfavorable)
REVENUE:				
Revenue Limit Sources:				
State Apportionment	5,171,739	5,749,678	5,755,665	5,987
Local Sources	8,749,518	9,727,249	9,733,709	6,460
Total RL Revenue:	13,921,257	15,476,927	15,489,374	12,447
Federal Sources	447,163	414,245	415,440	1,195
Other State Sources	2,365,016	2,702,929	2,735,312	32,383
Other Local Sources	932,051	929,779	929,784	5
Total Revenue:	17,665,487	19,523,880	19,569,910	46,030
EXPENDITURE:				
Certificated Salaries	8,517,431	8,375,985	8,687,190	(311,205)
Classified Salaries	1,709,877	1,960,679	1,939,104	21,575
Employee Benefits	2,257,738	2,369,856	2,322,741	47,115
Books and Supplies	1,167,839	1,130,194	1,007,778	122,416
Contract Services and Operating Expense	4,003,357	4,846,671	3,729,085	1,117,586
Capital Outlay	-	-	166,673	(166,673)
Debt Service:				
Principal	-	-	5,534	(5,534)
Interest	-	-	1,209	(1,209)
Total Expenditures:	17,656,242	18,683,385	17,859,314	824,071
OTHER FINANCING SOURCES:				
Proceeds from issuance of capital leases	-	-	89,137	89,137
Net Change in Fund Balance:	9,245	840,495	1,799,733	959,238
Fund Balance, July 1, 2012:	5,397,051	5,397,051	5,397,051	-
Fund Balance, June 30, 2013:	$ 5,406,296	$ 6,237,546	$ 7,196,784	$ 959,238

Analysis of Separate Charter School Entities for FY 2012-13

While government-wide financial statements are required for GAAP purposes, it is imperative for HCSs to financially track and monitor its two charter entities separately. Figures 4 and 5 below outline the Balance Sheet and Statement of Revenue, Expenditures and Fund Balance for HCS and PSCL individually as well showing a combined General Fund total.

8.2.30

Figure 4
Horizon Charter Schools
Supplemental Combining Balance Sheet - General Fund
June 30, 2013

	HCS	PSCL	Inter-Agency Elimination	General Fund
Current Assets:				
Cash and Cash Equivalents	$ 3,329,596	$ 1,390,594	$ -	$ 4,720,190
Accounts Receivable	1,861,568	1,161,904	-	3,023,472
Prepaid Expense	63,773	37,591	-	101,364
Due From Other Funds	1,612,672	-	(1,612,672)	-
Other Assets	48,638	31,592	-	80,230
Total Assets:	6,916,247	2,621,681	(1,612,672)	7,925,256
Current Liabilities:				
Accounts Payable and Accrued Expenses	423,298	287,083	-	710,381
Due to Other Funds	18,091	1,612,672	(1,612,672)	18,091
Total Liabilities:	441,389	1,899,755	(1,612,672)	728,472
Fund Balance:				
Nonspendable	63,773	37,591	-	101,364
Unrestricted	6,411,085	684,335	-	7,095,420
Total Fund Balance:	6,474,858	721,926	-	7,196,784
Total Liabilities and Fund Balance:	$ 6,916,247	$ 2,621,681	$ (1,612,672)	$ 7,925,256

At the close of FY 11-12, an inter-agency transfer for over $3.2 million was made from HCS to PSCL. This transfer of cash gave PSCL the necessary start-up funds and monthly operational cash needed to sustain operations and maintain a positive fund balance. In FY 12-13, $1.5 million of these "loan" between the agencies was repaid. Leaving an approximate $1.7 million loan outstanding from PSCL to HCS.

8.2.31

Figure 5
Horizon Charter Schools
Supplemental Combining Statement of Revenues, Expenditures and Change in Fund Balance - General Fund
For the Year Ended June 30, 2013

	HCS	PSCL	Inter-Agency Elimination	General Fund
REVENUE:				
Revenue Limit Sources:				
State Apportionment	2,861,251	2,894,414	-	5,755,665
Local Sources	4,880,517	4,853,192	-	9,733,709
Total Revenue Limit:	7,741,768	7,747,606	-	15,489,374
Federal Sources	207,721	207,719	-	415,440
Other State Sources	1,441,988	1,293,324	-	2,735,312
Other Local Sources	489,404	440,380	-	929,784
Total Revenue:	9,880,881	9,689,029	-	19,569,910
EXPENDITURE:				
Certificated Salaries	4,171,993	4,515,197	-	8,687,190
Classified Salaries	999,732	939,372	-	1,939,104
Employee Benefits	1,114,949	1,207,792	-	2,322,741
Books and Supplies	582,815	424,963	-	1,007,778
Contract Services and Operating Expense	1,841,156	1,887,929	-	3,729,085
Capital Outlay	166,673	-	-	166,673
Debt Service:				-
Principal	5,534	-	-	5,534
Interest	1,209	-	-	1,209
Total Expenditures:	8,884,061	8,975,253	-	17,859,314
Net Change in Fund Balance from Operations:	996,820	713,776	-	1,710,596
OTHER FINANCING SOURCES (USES):				
Operating Transfer In	1,500,000	-	(1,500,000)	-
Operating Transfer Out	-	(1,500,000)	1,500,000	-
Proceeds from issuance of capital leases	89,137	-	-	89,137
Total Other Financing Sources (Uses):	1,589,137	(1,500,000)	-	89,137
Net Change in Fund Balance:	2,585,957	(786,224)	-	1,799,733
Fund Balance, July 1, 2012:	3,888,901	1,508,150	-	5,397,051
Fund Balance, June 30, 2013:	$ 6,474,858	$ 721,926	$ -	$ 7,196,784

Both charter schools had positive Net Changes in Fund Balance from Operations at the close of FY 12-13, the inter-agency transfer "loan" repayment of $1.5 million from PSCL to HCS, caused the negative Net Change in Fund Balance for PSCL.

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CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets: At the end of fiscal year 2012/13 the District had a total value of $1,113,235 in capital assets, which includes: playground equipment, IT equipment, CISCO telephone system, and a 2004 Ford van. At June 30, 2013, accumulated depreciation totaled $749,147. The Districts most recent project is an IT, core infrastructure refresh and virtualization project. Depreciation on each capitalized asset has been calculated using the straight-line method over applicable useful lives.

Long-Term Liabilities: The District ended the year with a total of $147.045 in outstanding financial obligations. The major portion of this amount, $83,603 represented capitalized lease obligations, Compensated Absences totaled $63,442.

Summary

HCSs began 2012-2013 with reserves of 5,397,051. The entity then added an additional $1,799,733 to the fund balance from 2012-2013 operations ending the fiscal year with a fund balance of 7,196,784.

HCSs continue to maintain prudent budget reserves to buffer against unanticipated decreases in revenue due to funding cuts or enrollment decreases. The charter school ADA is subject to significant uncertainty for several reasons. Charter school students typically have entered and left schools with higher-than-average frequency. Even small variations in average lengths of enrollment can significantly affect ADA. The state's precarious fiscal condition also could reduce funding to schools. While the charter school will respond to any ADA or school-funding reductions with appropriate and necessary cost reductions, a healthy reserve ensures that the HCSs budget remains properly balanced in times of uncertainty.

HCSs managers continually communicate with each site to ensure that budget assumptions are accurate and that site expenditures are consistent with the approved budget. The budgets are amended frequently to reflect changes in ADA. HCSs seeks to make its budgeting and fiscal management as transparent as possible to all interested parties, and to thereby make it as responsive as possible to the needs of its students.

Conclusion

Horizon Charter Schools are serving a population of students that have typically experienced struggles in both life and academics. By including all interested parties in the budgeting process, and by emphasizing instructional programs, HCSs is successfully meeting the students' needs, while maintaining fiscal solvency. Their current reserves buffer the charter school from potential volatility in enrollment.

8.2.33

BASIC FINANCIAL STATEMENTS

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HORIZON CHARTER SCHOOL

STATEMENT OF NET POSITION

June 30, 2013

	Governmental Activities
ASSETS	
Cash and investments (Note 2)	$ 4,720,190
Receivables	3,023,472
Prepaid expenses	101,364
Other assets	80,230
Depreciable capital assets, net of accumulated depreciation (Note 4)	364,088
Total assets	8,289,344
LIABILITIES	
Accounts payable and accrued expenses	728,472
Long-term liabilities (Note 5):	
Due within one year	19,932
Due after one year	127,113
Total liabilities	875,517
NET POSITION	
Net investment in capital assets	280,485
Restricted	192,364
Unrestricted	6,940,978
Total net position	$ 7,413,827

See accompanying notes to financial statements.

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HORIZON CHARTER SCHOOL

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2013

	Expenses	Program Revenues: Charges For Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Governmental Activities
Governmental activities (Note 4):					
Instruction	$ 10,774,461	$ -	$ 883,628	$ -	$ (9,890,833)
Instruction-related services:					
Supervision of instruction	352,126	-	-	-	(352,126)
Instructional library, media and technology	145,065	-	-	-	(145,065)
School site administration	1,101,860	-	-	-	(1,101,860)
Pupil services	952,098	-	-	-	(952,098)
General administration:					
Centralized data processing	710,509	-	-	-	(710,509)
All other general administration	1,671,096	-	-	-	(1,671,096)
Plant services	1,984,839	-	-	-	(1,984,839)
Other outgo	(3,538)	-	-	-	3,538
Special and extraordinary	809,551	-	-	-	(809,551)
Depreciation (unallocated)	56,795	-	-	-	(56,795)
Total governmental activities	$ 18,554,862	$ -	$ 883,628	$ -	(17,671,234)
General revenues:					
Taxes levied for general purposes					172,130
Federal and state aid not restricted to specific purposes					18,473,277
Interest and investment earnings					40,422
Miscellaneous					453
Total general revenues					18,686,282
Change in net position					1,015,048
Net position, July 1, 2012					6,398,779
Net position, June 30, 2013					$ 7,413,827

See accompanying notes to financial statements.

8.2.36

HORIZON CHARTER SCHOOL

BALANCE SHEET

GOVERNMENTAL FUND

June 30, 2013

	General Fund
ASSETS	
Cash and investments:	
Cash in County Treasury	$ 4,580,295
Cash on hand and in banks	139,895
Receivables	3,023,472
Prepaid expenditures	101,364
Other assets	80,230
Total assets	$ 7,925,256
LIABILITIES AND FUND BALANCE	
Liabilities:	
Accounts payable and accrued expenses	$ 710,381
Due to other funds	18,091
Total liabilities	728,472
Fund balance:	
Nonspendable	101,364
Restricted	192,364
Unassigned	6,903,056
Total fund balance	7,196,784
Total liabilities and fund balance	$ 7,925,256

See accompanying notes to financial statements.

8.2.37

HORIZON CHARTER SCHOOL

RECONCILIATION OF THE GOVERNMENTAL FUND BALANCE SHEET
TO THE STATEMENT OF NET POSITION

June 30, 2013

Total fund balance - Governmental Fund		$ 7,196,784
Amounts reported for governmental activities in the statement of net position are different because:		
Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is $1,113,235 and the accumulated depreciation is $749,147 (Note 4).		364,088
Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the funds. Long-term liabilities at June 30, 2013 consisted of (Note 5):		
Capitalized lease obligation	$ (83,603)	
Compensated absences	(63,442)	(147,045)
Total net position - governmental activities		$ 7,413,827

See accompanying notes to financial statements.

8.2.38

HORIZON CHARTER SCHOOL

STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE

GOVERNMENTAL FUND

For the Year Ended June 30, 2013

	General Fund
Revenues:	
Revenue limit sources:	
State apportionment	$ 5,755,665
Local sources	9,733,709
Total revenue limit	15,489,374
Federal sources	415,440
Other state sources	2,735,312
Other local sources	929,784
Total revenues	19,569,910
Expenditures:	
Certificated salaries	8,687,190
Classified salaries	1,939,104
Employee benefits	2,322,741
Books and supplies	1,007,778
Contract services and operating expenditures	3,729,085
Capital outlay	166,673
Debt service:	
Principal retirement	5,534
Interest	1,209
Total expenditures	17,859,314
Other financing sources	
Proceeds from issuance of capitalized lease obligation	89,137
Net change in fund balance	1,799,733
Fund balance, July 1, 2012	5,397,051
Fund balance, June 30, 2013	$ 7,196,784

See accompanying notes to financial statements.

8.2.39

HORIZON CHARTER SCHOOL

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE - GOVERNMENTAL FUND - TO THE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2013

Net change in fund balance - Total Governmental Fund	$ 1,799,733
Amounts reported for governmental activities in the statement of activities are different because:	
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	166,673
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(56,795)
In governmental funds, the entire proceeds from disposal of capital assets are reported as revenue. In the statement of activities, only the resulting gain or loss is reported (Note 4).	(809,551)
In governmental funds, proceeds from long-term liabilities are recognized in the period they are incurred. In the government-wide statements, debt proceeds are recorded as long-term liabilities (Note 5).	(89,137)
Repayment of principal on long-term liabilities is an expenditures in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).	5,534
In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year. In governmental funds, expenditures are measured by the amount of financial resources used (Note 5).	(1,409)
Change in net position of governmental activities	$ 1,015,048

See accompanying notes to financial statements.

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HORIZON CHARTER SCHOOL

STATEMENT OF FIDUCIARY NET POSITION

AGENCY FUND

June 30, 2013

ASSETS	
Cash in County Treasury (Note 2)	$ 49,252
Due from other funds	18,091
Total assets	67,343
LIABILITIES	
Accounts payable and other liabilities	67,343
NET POSITION	
Restricted	$ -

See accompanying notes to financial statements.

8.2.41

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Horizon Charter School (the "Charter School") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual.* The accounting policies of the Charter School conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies.

Reporting Entity

Horizon Charter School (the "Charter School") is a California non-profit public benefit corporation that was incorporated in January 2002, and is organized to manage, operate, guide, direct, and promote California public charter schools.

The Charter School is principally funded through State of California public education monies received through the California Department of Education and the Western Placer Unified School District (the Sponsoring District). The Charter School is governed by a Governance Committee consisting of five parents of the Charter School's students, one education community representative, and one business/community representative.

The Charter School operates two charters through the Sponsoring District: Horizon Charter School (HCS) and Partnerships for Student-Centered Learning (PaSCL). The HCS and PaSCL was renewed by the Sponsoring District in June 2013.

Basis of Presentation - Government-Wide Financial Statements

The Statement of Net Position and the Statement of Activities display information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported in the Statement of Fiduciary Net Position at the fund financial statement level.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Basis of Presentation - Government-Wide Financial Statements (Continued)

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the Charter School's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the Charter School's general revenues.

Allocation of indirect expenses: The Charter School reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Interest on long-term liabilities are considered indirect expenses and are reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting

The accounts of the Charter School are organized on the basis of funds or account groups, each of which is considered to be a separate accounting entity. The operation of the fund is accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balances, revenues, and expenditures. Charter School resources are allocated to and accounted for in the individual fund based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

A - Major Fund

1 - General Fund:

The General Fund is the general operating fund of the Charter School and accounts for all revenues and expenditures of the Charter School. All general tax revenues and other receipts are accounted for in this fund. General operating expenditures and the capital improvement costs are paid from the General Fund.

B - Other Fund

1 - Warrant Pass-Through:

The Warrant Pass-Through Fund is a Fiduciary Fund for which the Charter School acts as an agent.

Basis of Accounting

Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accrual

Governmental activities in the government-wide financial statements and the fiduciary fund financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual

The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting

By state law, the Board of Directors must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Directors complied with these requirements.

Receivables

Receivables consist of amounts due from the federal and state governments related to federal and state programs. The Charter School has not established an allowance for doubtful accounts, due to the nature of these accounts. However, management continually monitors the accounts for collectibility. The Charter School does not charge interest on past due accounts.

Capital Assets

Capital assets is stated at cost or, if donated, at the estimated fair market value at the date of donation. The Charter School capitalizes all expenditures for property and equipment in excess of $10,000. Depreciation is computed using the straight-line method over estimated useful lives of individual assets ranging from 3 to 10 years.

Compensated Absences

Compensated absences benefits are recorded as a liability of the Charter School. The liability of $63,442 is for the earned but unused benefits.

Accumulated Sick Leave

Sick leave benefits are accumulated for each employee. The employees do not gain a vested right to accumulated sick leave. Accumulated employee sick leave benefits are not recognized as liabilities of the Charter School since cash payment of such benefits is not probable. Therefore, sick leave benefits are recorded as expenditures in the period that sick leave is taken.

8.2.44

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

Restricted Net Position

Restrictions of the ending net position indicate the portions of net position not appropriable for expenditure or amounts legally segregated for a specific future use. The restriction for unspent categorical revenues are state programs where the revenue received is restricted for expenditures only in that particular program.

Fund Balance Classifications

Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

A - Nonspendable Fund Balance:

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as prepaid expenditures.

B - Restricted Fund Balance:

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide fund statements.

C - Committed Fund Balance:

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Directors. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Directors is required to remove any commitment from any fund balance. At June 30, 2013, the Charter School had no committed fund balances.

D - Assigned Fund Balance:

The assigned fund balance classification reflects amounts that the Charter School's Board of Directors has approved to be used for specific purposes, based on the Charter School's intent related to those specific purposes. The Board of Directors can designate personnel within the Charter School to assign fund balances, however, at June 30, 2013, no such designation has occurred. At June 30, 2013, the Charter School had no assigned fund balances.

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1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Classifications (Continued)

E - Unassigned Fund Balance:

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy

The Charter School has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Directors. At June 30, 2013, the Charter School has not established a minimum fund balance policy nor has it established a stabilization arrangement.

Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated at June 30.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

New Accounting Pronouncements

In November 2010, the GASB issued Statement No. 61, The Financial Reporting Entity: Omnibus. The Statement improves financial reporting for a governmental financial reporting entity. The requirements of Statement No. 14, The Financial Reporting Entity, and the related financial reporting requirements of Statement No. 34, Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments, were amended to better meet user needs and to address reporting entity issues. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

In December 2010, the GASB issued Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements. The Statement incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance that is included in the following pronouncements issued on or before November 30, 1989, which does not conflict with or contradict GASB pronouncements: (1) Financial Accounting Standards Board Statements and Interpretations; (2) Accounting Principles Board Opinions; and (3) Accounting Research Bulletins of the American Institute of Certified Public Accountants' Committee on Accounting Procedure. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

In June 2011, the GASB issued Statement No. 63, Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position. This Statement provides a new statement of net position format to report all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position (which is the net residual amount of the other elements). This Statement requires that deferred outflows of resources and deferred inflows of resources be reported separately from assets and liabilities. This Statement also amends certain provisions of GASB Statement No. 34, Basic Financial Statement – and Management's Discussion and Analysis – for State and Local Governments, and related pronouncements to reflect the residual measure in the statement of financial position as net position, rather than net assets. This statement was adopted for the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

New Accounting Pronouncements (Continued)

In March 2012, the GASB issued Statement No. 65, "Items Previously Reported as Assets and Liabilities", this Statement establishes accounting and financial reporting standards that reclassify, as deferred outflows of resources or deferred inflow of resources, certain items were previously reported as assets and liabilities and recognizes, as outflows of resources or inflow of resources, certain items that were previously reported as assets and liabilities. The requirements of this Statement are effective for financial statements for periods beginning after December 15, 2012. This statement was adopted by the Charter School's fiscal year ended June 30, 2013 with no material impact on the Charter School.

In March 2012, the GASB issued Statement No. 66, Technical Corrections – 2013, an amendment of GASB Statements No. 10 and No. 61. The objective of this Statement is to improve accounting and financial reporting for a governmental financial reporting entity by resolving conflicting guidance that resulted from the issuance of two pronouncements, Statements No. 64, Fund Balance Reporting and Governmental Fund Type Definitions, and No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre- November 30, 1989 FASB and AICPA Pronouncements. This Statement amends Statement No. 10, Accounting and Financial Reporting for Risk Financing and Related Insurance Issues, by removing the provision that limits fund-based reporting of an entity's risk financing activities to the general fund and the internal service fund type. As a result, Charter Schools should base their decisions about fund type classification on the nature of the activity to be reported, as required in Statement No. 54 and Statement No. 34, Basic Financial Statements-and Management's Discussion and Analysis-for State and Local Governments. This Statement also amends Statement No. 62 by modifying the specific guidance on accounting for (1) operating lease payments that vary from a straight line basis, (2) the difference between the initial investment (purchase price) and the principal amount of a purchased loan or group of loans, and (3) servicing fees related to mortgage loans that are sold when the stated service fee rate differs significantly from a current (normal) servicing fee rate. These changes clarify how to apply Statement No. 13, Accounting for Operating Leases with Scheduled Rent Increases, and result in guidance that is consistent with the requirements in Statement No. 48, Sales and Pledges of Receivables and Future Revenues and Intra-Entity Transfers of Assets and Future Revenues, respectively. The provisions of this Statement are effective for the Charter School's fiscal year ended June 30, 2014, with earlier application encouraged. Management has not determined what impact, if any, this GASB statement will have on it's financial statements.

8.2.48

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** (Continued)

New Accounting Pronouncements (Continued)

In June 2012, the GASB issued Statement No. 67, Financial Reporting for Pension Plans. This Statement replaces the requirements of Statement No. 25, Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans and Statement No. 50 as they relate to pension plans that are administered through trusts or similar arrangements meeting certain criteria. The Statement builds upon the existing framework for financial reports of defined benefit pension plans, which includes a statement of fiduciary net position (the amount held in a trust for paying retirement benefits) and a statement of changes in fiduciary net position. Statement No. 67 enhances note disclosures and RSI for both defined benefit and defined contribution pension plans. Statement No. 67 also requires the presentation of new information about annual money-weighted rates of return in the notes to the financial statements and in 10-year RSI schedules. This Statement is effective for the Charter School's financial period ended June 30, 2014. Management has not determined what impact, if any, this GASB statement might have on its financial statements.

In June 2012, the GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions. This Statement replaces the requirements of Statement No. 27, Accounting for Pensions by State and Local Governmental Employers and Statement No. 50, Pension Disclosures, as they relate to governments that provide pensions through pension plans administered as trusts or similar arrangements that meet certain criteria. Statement No. 68 requires governments providing defined benefit pensions to recognize their long-term obligation for pension benefits as a liability for the first time, and to more comprehensively and comparably measure the annual costs of pension benefits. The Statement also enhances accountability and transparency through revised and new note disclosures and required supplementary information (RSI). This Statement is effective for the Charter School's financial period ended June 30, 2015. Management has not determined what impact, if any, this GASB statement might have on its financial statements.

2. CASH AND INVESTMENTS

Cash at June 30, 2013 consisted of the following:

	Governmental Activities	Fiduciary Activities
Pooled Funds:		
Cash in County Treasury	$ 4,580,295	$ 49,252
Deposits:		
Cash in banks	139,895	-
Total cash and cash equivalents	$ 4,720,190	$ 49,252

Pooled Funds

In accordance with Education Code Section 41001, the Charter School maintains substantially all of its cash in the Placer County Treasury. The County pools these funds with those of school districts in the County and invests the cash. These pooled funds are carried at cost which approximates fair value. Interest earned is deposited monthly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

Because the Charter School's deposits are maintained in a recognized pooled investment fund under the care of a third party and the Charter School's share of the Treasurer's Pooled Investment Fund does not consist of specific, identifiable investment securities owned by the Charter School, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

As permitted under applicable state laws, the Placer County Treasurer may invest in derivative securities. However, at June 30, 2013 the Placer County Treasurer has represented that the Treasurer's pooled investment fund contained no derivatives or other investments with similar risk profiles.

Deposits - Custodial Credit Risk

The Charter School limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2013, the carrying amount of the Charter School's accounts was $139,895, and the bank balance was $136,343 all of which was insured.

8.2.50

2. CASH AND INVESTMENTS (Continued)

Interest Rate Risk

The Charter School does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2013, the Charter School had no significant interest rate risk related to cash and investments held.

Credit Risk

The Charter School does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk

The Charter School does not place limits on the amount it may invest in any one issuer. At June 30, 2013, the Charter School had no concentration of credit risk.

3. INTERFUND TRANSACTIONS

Interfund Activity

Transactions between funds of the Charter School are recorded as interfund transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables

Individual fund interfund receivable and payable balances at June 30, 2013 were as follows:

Fund	Interfund Receivables	Interfund Payables
General Fund	$ -	$ 18,091
Warrant Pass-Through	18,091	-
Totals	$ 18,091	$ 18,091

8.2.S1

4. CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2013 is shown below:

	Balance July 1, 2012	Transfers and Additions	Transfers and Deletions	Balance June 30, 2013
Depreciable:				
Vehicles	$ 10,958	$ -	$ -	$ 10,958
Buildings and improvements	886,986	-	(886,986)	-
Equipment	935,604	166,673	-	1,102,277
Totals, at cost	1,833,548	166,673	(886,986)	1,113,235
Less accumulated depreciation:				
Vehicles	(8,765)	(2,193)	-	(10,958)
Buildings and improvements	(77,435)	-	77,435	-
Equipment	(683,587)	(54,602)	-	(738,189)
Total accumulated depreciation	(769,787)	(56,795)	77,435	(749,147)
Capital assets, net	$ 1,063,761	$ 109,878	$ (809,551)	$ 364,088

Depreciation expense was charged to the governmental activities as unallocated.

8.2.52

5. LONG-TERM LIABILITIES

Capital Lease obligation

In December 2012, the Charter School entered into a capital lease agreement with GE Capital totaling $89,137 with an interest rate of 7.29% in order to finance the purchase of IT equipment. The annual payments required to amortize the lease, outstanding as of June 30, 2013, are as follows:

Year Ending June 30,	Payment
2014	$ 25,843
2015	25,843
2016	25,843
2016	19,382
Subtotal	96,911
Less: amount representing interest	(13,308)
	$ 83,603

A schedule of changes in long-term liabilities for the fiscal year ended June 30, 2013 is shown below:

	Balance July 1, 2012	Additions	Deductions	Balance June 30, 2013	Amounts Due Within One Year
Capital lease obligation	$ -	$ 89,137	$ (5,534)	$ 83,603	$ 19,932
Compensated absences	62,033	1,409	-	63,442	-
Totals	$ 62,033	$ 90,546	$ (5,534)	$ 147,045	$ 19,932

At June 30, 2013, the Charter School had capital assets acquired under capital leases with an original cost of $89,137 and accumulated depreciation totaling $14,856.

6. NET POSITION / FUND BALANCE

Restricted net position consisted of the following at June 30, 2013:

Unspent categorical revenues	$ 192,364

8.2.53

6. NET POSITION / FUND BALANCE (Continued)

Fund balance, by category, at June 30, 2013 consisted of the following:

	Governmental Activities
Nonspendable:	
Prepaid expenditures	$ 101,364
Restricted:	
Unspent categorical revenues	192,364
Unassigned	
Undesignated	6,903,056
Total fund balances	$ 7,196,784

7. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

Plan Description and Provisions

California Public Employees' Retirement System (CalPERS)

Plan Description

The Charter School contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS annual financial report may be obtained from the CalPERS Executive Office, 400 Q Street, Sacramento, California 95811.

7. EMPLOYEE RETIREMENT SYSTEMS (Continued)

Plan Description and Provisions (Continued)

California Public Employees' Retirement System (CalPERS) (Continued)

Funding Policy

Active plan members are required to contribute 7% of their salary, and the Charter School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for fiscal year 2012-2013 was 11.417% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to CalPERS for the fiscal years ending June 30, 2013, 2012 and 2011 were $185,777, $209,467 and $205,162, respectively, which is equal to 100% of the required contributions for each year.

State Teachers' Retirement System (STRS)

Plan Description

The Charter School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from the STRS Executive Office, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary. The required employer contribution rate for the fiscal year 2012-2013 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state issue. The Charter School's contributions to STRS for the fiscal years ending June 30, 2013, 2012 and 2011 were $685,495, $774,909 and $775,781, respectively, which is equal to 100% of the required contributions for each year.

8. COMMITMENTS AND CONTINGENCIES

The Charter School is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the Charter School.

8.255

8. COMMITMENTS AND CONTINGENCIES (Continued)

The Charter School has received federal and state funds for specific purposes that are subject to review or audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is managements opinion that any required reimbursements or future revenue offsets subsequently determined will not have a material effect.

Operating Leases

The Charter School leases property and equipment under various non-cancelable operating lease agreements. Rental expense under operating leases during the year ended June 30, 2013 totaled $1,366,198. Future minimum rental payments under this agreement as of 2012-2013, are as follows:

Years Ending June 30,	
2014	$ 1,109,299
2015	964,058
2016	1,005,862
2017	1,045,271
2018	1,046,294
Thereafter	1,120,619
	$ 6,291,403

8.2.56

REQUIRED SUPPLEMENTARY INFORMATION

8.2.57

HORIZON CHARTER SCHOOL

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

For the Year Ended June 30, 2013

	Budget			Variance Favorable (Unfavorable)
	Original	Final	Actual	
Revenues:				
Revenue limit sources:				
State apportionment	$ 5,171,739	$ 5,749,678	$ 5,755,665	$ 5,987
Local sources	8,749,518	9,727,249	9,733,709	6,460
Total revenues	13,921,257	15,476,927	15,489,374	12,447
Federal sources	447,163	414,245	415,440	1,195
Other state sources	2,365,016	2,702,929	2,735,312	32,383
Other local sources	932,051	929,779	929,784	5
Total revenues	17,665,487	19,523,880	19,569,910	46,030
Expenditures:				
Certificated salaries	8,517,431	8,375,985	8,687,190	(311,205)
Classified salaries	1,709,877	1,960,679	1,939,104	21,575
Employee benefits	2,257,738	2,369,856	2,322,741	47,115
Books and supplies	1,167,839	1,130,194	1,007,778	122,416
Contract services and operating expenditures	4,003,357	4,846,671	3,729,085	1,117,586
Capital outlay	-	-	166,673	(166,673)
Debt service:				
Principal retirement	-	-	5,534	(5,534)
Interest	-	-	1,209	(1,209)
Total expenditures	17,656,242	18,683,385	17,859,314	824,071
Other financing sources				
Proceeds from issuance of capital leases	-	-	89,137	(89,137)
Net change in fund balance	9,245	840,495	1,799,733	870,101
Fund balance, July 1, 2012	5,397,051	5,397,051	5,397,051	-
Fund balance, June 30, 2013	$ 5,406,296	$ 6,237,546	$ 7,196,784	$ 870,101

See accompanying notes to required supplementary information.

8.2.58

HORIZON CHARTER SCHOOL

NOTE TO REQUIRED SUPPLEMENTARY INFORMATION

1. PURPOSE OF SCHEDULE

A - Budgetary Comparison Schedule

The Charter School employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Directors to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

Excess of expenditures over appropriations for the year ended June 30, 2013 were as follows:

Fund	Excess Expenditures
General Fund:	
Certificated salaries	$ 311,205
Capital outlay	$ 166,673

These excesses are not in accordance with Education Code 42600.

8.2.59

SUPPLEMENTARY INFORMATION

8.2.60

HORIZON CHARTER SCHOOL

SCHEDULE OF AVERAGE DAILY ATTENDANCE

For the Year Ended June 30, 2013

	Second Period Report	Annual Report
CHARTER SCHOOL - CLASSROOM BASED		
Partnerships for Student-Centered Learning		
Kindergarten	17	17
First through Third	55	55
Fourth through Sixth	40	40
Seventh and Eighth	14	14
Charter School Total	126	126

	Second Period Report	Annual Report
CHARTER SCHOOL - NON-CLASSROOM BASED		
Partnerships for Student-Centered Learning		
Kindergarten	60	56
First through Third	148	142
Fourth through Sixth	203	199
Seventh and Eight	226	223
Ninth through Twelfth	598	600
Charter School Total	1,235	1,220
Horizon Charter		
Kindergarten	64	64
First through Third	234	236
Fourth through Sixth	258	258
Seventh and Eight	193	195
Ninth through Twelfth	613	615
Charter School Total	1,362	1,368

See accompanying notes to supplementary information.

8.2.61

HORIZON CHARTER SCHOOL

SCHEDULE OF INSTRUCTIONAL TIME

For the Year Ended June 30, 2013

Grade Level	1986-87 Minutes Requirement	Reduced 1986-87 Minutes Requirement	1982-83 Actual Minutes	Reduced 1982-83 Actual Minutes	2012-13 Actual Minutes	Number of Days Traditional Calendar	Status
Kindergarten	36,000	34,971	N/A	N/A	39,515	180	In Compliance
Grade 1	50,400	48,960	N/A	N/A	57,815	180	In Compliance
Grade 2	50,400	48,960	N/A	N/A	57,815	180	In Compliance
Grade 3	50,400	48,960	N/A	N/A	57,815	180	In Compliance
Grade 4	54,000	48,960	N/A	N/A	60,425	180	In Compliance
Grade 5	54,000	52,457	N/A	N/A	60,425	180	In Compliance
Grade 6	54,000	52,457	N/A	N/A	60,425	180	In Compliance
Grade 7	54,000	52,457	N/A	N/A	60,425	180	In Compliance
Grade 8	54,000	52,457	N/A	N/A	60,425	180	In Compliance

See accompanying notes to supplementary information.

8.2.62

HORIZON CHARTER SCHOOL

SUPPLEMENTAL COMBINING BALANCE SHEET - GENERAL FUND

June 30, 2013

(UNAUDITED)

	HCS	PSCL	Elimination	General Fund
Current assets:				
Cash and cash equivalents	$ 3,329,596	$ 1,390,594	$ -	$ 4,720,190
Accounts receivable	1,861,568	1,161,904	-	3,023,472
Prepaid expenses	63,773	37,591	-	101,364
Due from other funds	1,612,672	-	(1,612,672)	-
Other assets	48,638	31,592	-	80,230
Total assets	$ 6,916,247	$ 2,621,681	$(1,612,672)	$ 7,925,256
Current liabilities:				
Accounts payable and accrued expenses	$ 423,298	$ 287,083	$ -	$ 710,381
Due to other funds	18,091	1,612,672	(1,612,672)	18,091
Total liabilities	441,389	1,899,755	(1,612,672)	728,472
Fund balance				
Nonspendable	63,773	37,591	-	101,364
Unrestricted	6,411,085	684,335	-	7,095,420
Total fund balance	6,474,858	721,926	-	7,196,784
Total liabilities and fund balance	$ 6,916,247	$ 2,621,681	$(1,612,672)	$ 7,925,256

See accompanying notes to supplementary information.

8.2.63

HORIZON CHARTER SCHOOL

SUPPLEMENTAL COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCE - GENERAL FUND
(Continued)
For the Year Ended June 30, 2013

(UNAUDITED)

	HCS	PSCL	Elimination	General Fund
Revenues:				
Revenue limit sources:				
State apportionment	2,861,251	2,894,414	-	5,755,665
Local sources	4,880,517	4,853,192	-	9,733,709
Total revenue limit	7,741,768	7,747,606	-	15,489,374
Federal revenue	207,721	207,719	-	415,440
Other state revenue	1,441,988	1,293,324	-	2,735,312
Other local revenue	489,404	440,380	-	929,784
Total revenues	9,880,881	9,689,029	-	19,569,910
Expenditures:				
Certificated salaries	4,171,993	4,515,197	-	8,687,190
Classified salaries	999,732	939,372	-	1,939,104
Employee benefits	1,114,949	1,207,792	-	2,322,741
Books and supplies	582,815	424,963	-	1,007,778
Contract services and operating expenditures	1,841,156	1,887,929	-	3,729,085
Capital outlay	166,673	-	-	166,673
Debt service				
Principal	5,534	-	-	5,534
Interest	1,209	-	-	1,209
Total expenditures	8,884,061	8,975,253	-	17,859,314
Excess of revenues over expenditures	996,820	713,776	-	1,710,596
Other financing sources (uses):				
Operating transfers in	1,500,000	-	(1,500,000)	-
Operating transfers out	-	(1,500,000)	1,500,000	-
Proceeds from issuance of capital leases	89,137	-	-	89,137
Total other financing sources (uses)	1,589,137	(1,500,000)	-	89,137
Net change in fund balance	2,585,957	(786,224)	-	1,799,733
Fund balance, beginning of year	3,888,901	1,508,150	-	5,397,051
Fund balance, end of year	$ 6,474,858	$ 721,926	$ -	$ 7,196,784

See accompanying notes to supplementary information.

8.2.64

HORIZON CHARTER SCHOOL

RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS

For the Year Ended June 30, 2013

There were no audit adjustments proposed to any funds of the Charter School.

See accompanying notes to supplementary information.

8.2.6S

HORIZON CHARTER SCHOOL

SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS

For the Year Ended June 30, 2013

(UNAUDITED)

General Fund	(Budget) 2014	2013	2012	2011
Revenues and other financing sources	$ 19,896,216	$ 19,659,047	$ 18,827,048	19,411,826
Expenditures	18,328,069	17,859,314	$ 20,032,777	19,421,215
Change in fund balance	$ 1,568,147	$ 1,799,733	$ (1,205,729)	(9,389)
Ending fund balance	$ 8,764,931	$ 7,196,784	$ 5,397,051	6,602,780
Available reserves	$ 8,807,421	$ 7,095,420	$ 5,166,380	6,190,652
Designated for economic uncertainties	$ 916,403	$ -	$ -	-
Undesignated fund balance	$ 7,891,018	$ 7,095,420	$ 5,166,380	6,190,652
Available reserves as a percentage of expenditures	48.1%	39.7%	25.8%	31.8%
Total long-term liabilities	$ 127,113	$ 147,045	$ 62,033	-
Average daily attendance at P-2	2,723	2,723	2,656	2,656

The General Fund fund balance has increased by $594,004 over the past two years. The Charter School budget projects an increase of $1,568,147 for the fiscal year ending June 30, 2014.

The State of California has not established reserve requirements for charter schools.

The Charter School incurred an operating deficit in two of the past three years, and anticipates incurring an operating deficit during the 2013-14 fiscal year.

Total long-term liabilities have increased by $147,045 over the prior two years.

Average daily attendance has increased by 67 over the past two year and no change is anticipated for the fiscal year ending June 30, 2014.

See accompanying notes to supplementary information.

8.2.66

HORIZON CHARTER SCHOOL

SCHEDULE OF CHARTER SCHOOLS

For the Year Ended June 30, 2013

Charter Schools Chartered	Included in Financial Statements or Separate Report
The Charter School has not chartered any charter schools.	

See accompanying notes to supplementary information.

8.2.67

HORIZON CHARTER SCHOOL

NOTES TO SUPPLEMENTARY INFORMATION

1. PURPOSE OF SCHEDULES

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the Charter School. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instruction Time

The Charter School has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instructional time offered by the Charter School, and whether the Charter School complied with the provisions of Education Code Sections 46201 through 46206.

C - Supplemental Combining Financial Statements - Unaudited

These financial statements consist of the Combining Balance Sheet and Statement of Revenues, Expenditures and Change in Fund Balance for Horizon Charter School and Partnership for Student-Centered Learning. The amounts presented in each of the charter schools is on a modified accrual basis.

D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balance of the General Fund as reported on the Unaudited Actual Financial Report to the audited basic financial statements.

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides trend information on fund balances, revenues, expenditures and average daily attendance, as required by the State Controller's Office. The information in this schedule has been derived from audit information.

F - Schedule of Charter Schools

This schedule provides information to the California Department of Education to monitor financial reporting by charter schools.

2. EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2013, the Charter School did not adopt this program.

8.2.68

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Directors
Horizon Charter School
Lincoln, California

Report on Compliance with State Laws and Regulations

We have audited Horizon Charter School's compliance with the types of compliance requirements described in the State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies (the "Audit Guide") to the state laws and regulations listed below for the year ended June 30, 2013.

Description	Audit Guide Procedures	Procedures Performed
Attendance Reporting	6	No, see below
Teacher Certification and Misassignments	3	No, see below
Kindergarten Continuance	3	No, see below
Independent Study	23	No, see below
Continuation Education	10	No, see below
Instructional Time:		
School Districts	6	No, see below
County Offices of Education	3	No, see below
Instructional Materials:		
General requirements	8	No, see below
Ratio of Administrative Employees to Teachers	1	No, see below
Classroom Teacher Salaries	1	No, see below
Early Retirement Incentive Program	4	No, see below
Gann Limit Calculation	1	No, see below
School Accountability Report Card	3	No, see below
Juvenile Court Schools	8	No, see below
Class Size Reduction Program:		
General requirements	7	No, see below
Option one classes	3	No, see below
Option two classes	4	No, see below
Districts with only one school serving K-3	4	No, see below
After School Education and Safety Program:		
General requirements	4	No, see below
After school	5	No, see below
Before school	6	No, see below
Contemporaneous Records of Attendance, for charter schools	1	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	Yes
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	Yes
Annual Instructional Minutes - Classroom-Based, for charter schools	4	Yes

8.2.69

We did not perform any procedures relating to Article 3, Sections 19817.1 through 19839 of the Audit Guide because these sections do not apply to Charter Schools.

We did not perform any procedures related to Class Size Reduction Program because the Charter Schools did not participate in this program.

We did not perform any procedures related to After School Education and Safety Program because the Charter Schools did not participant in this program.

Management's Responsibility

Management is responsible for compliance with the requirements of state laws and regulations.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance with state laws and regulations of Horizon Charter School. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Horizon Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Horizon Charter School's compliance.

Opinion with State Laws and Regulations

In our opinion, Horizon Charter School complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2013. Further, based on our examination, for items not tested, nothing came to our attention to indicate that Horizon Charter School had not complied with the state laws and regulations.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the *State of California's Standards and Procedures for Audits of California K-12 Local Educational Agencies.* Accordingly, this report is not suitable for any other purpose.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 13, 2013

8.2.70

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Horizon Charter School
Lincoln, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of Horizon Charter School as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Horizon Charter School's basic financial statements, and have issued our report thereon dated December 13, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Horizon Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Horizon Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Horizon Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

We identified other matters involving internal control that were communicated to management as identified in the accompanying Schedule of Audit Findings and Questioned Costs as findings 2013-01, 2013-02 and 2013-03.

8.2.71

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Horizon Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Horizon Charter School's Response to Finding

Horizon Charter School's response to the findings identified in our audit are included in the accompanying schedule of Audit Findings and Questioned Costs. The District's responses were not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 13, 2013

8.2.72

FINDINGS AND RECOMMENDATIONS

8.2.73

HORIZON CHARTER SCHOOL

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

Year Ended June 30, 2013

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report issued:	Unmodified	
Internal control over financial reporting:		
Material weakness(es) identified?	_____ Yes	__X__ No
Significant deficiency(ies) identified not considered to be material weakness(es)?	_____ Yes	__X__ None reported
Noncompliance material to financial statements noted?	_____ Yes	__X__ No

STATE AWARDS

Type of auditor's report issued on compliance for state programs:	Unmodified

8.2.74

SECTION II - FINANCIAL STATEMENT FINDINGS

2013-01 DEFICIENCY - INTERNAL CONTROL - PAYROLL

Criteria

Safeguarding of Assets

Conditions

- Personnel Action Forms are not consistently reviewed/approved by management.
- New Hire, Termination and Pay Changes are not approved by the Board of Directors.
- Salary schedules (step and column increases) are not approved by Management/Board of Directors.

Effect

Errors may not be detected in a timely manner.

Cause

Controls were not effectively designed and operating.

Fiscal Impact

Not determinable.

Recommendation

- Personnel Action Forms should be reviewed by the appropriate individuals. Evidence of review should be formally documented.
- New Hires and terminations should be approved by the Board of Directors.
- Salary schedules should be reviewed and approved by Management/the Board of Directors.

Corrective Action Plan

Policies and procedures have been established for Personnel Action Forms to be reviewed and approved by the CBO, Superintendent, and Deputy Superintendent, before being filed in the employee's personnel file. Moving forward all salary schedules, new hires, and terminations will be approved by the CBO, Superintendent, Deputy Superintendent and the Board of Directors.

8.2.75

SECTION II - FINANCIAL STATEMENT FINDINGS

2013-02 DEFICIENCY - INTERNAL CONTROL - ATTENDANCE ACCOUNTING

Criteria

Monitoring controls over attendance accounting.

Condition

No evidence of the Principal's review of the monthly attendance summary reports.

Effect

Errors may not be detected in a timely manner.

Cause

Controls were not effectively designed and operating.

Fiscal Impact

Not determinable.

Recommendation

Principal should review the monthly attendance summary and evidence their review with either a signature/initial and the date of review.

Corrective Action Plan

Management has established a process to include the Principal review and approval of Site Based Attendance Reports.

8.2.16

SECTION II - FINANCIAL STATEMENT FINDINGS

2013-03 DEFICIENCY - INTERNAL CONTROL - CASH RECONCILIATION

Criteria

Monitoring controls over cash reconciliation.

Condition

Evidence of the preparer and reviewer of the monthly cash reconciliation is not formally documented.

Effect

Errors may not be detected in a timely manner.

Cause

Controls were not effectively designed and operating.

Fiscal Impact

Not determinable.

Recommendation

Both the preparer and reviewer should sign/initial and date on the monthly cash reconciliation to evidence who prepared and reviewed the reconciliation.

Corrective Action Plan

Horizon has an established policy and procedure for cash reconciliation, which includes the documentation of the preparer as well as the approval of the reviewer. Staff training will be provided on the importance of CBO approval and timely (monthly) reconciliations.

8.2.77

HORIZON CHARTER SCHOOL

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2013

SECTION III - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

8.2.78

STATUS OF PRIOR YEAR

FINDINGS AND RECOMMENDATIONS

8.2.79

HORIZON CHARTER SCHOOL

STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS

Year Ended June 30, 2013

Finding/Recommendation	Current Status	School Explanation If Not Implemented
2012-1 The Organization did not adequately complete account reconciliations and/or review the final numbers once the year-end close procedures were performed which caused misstatements in the following areas: cash, due from grantor governments, property and equipment, accounts payable, deferred rent, revenues, and expenses. The Organization should improve their year-end closing process and outline procedures to ensure financial statements are in accordance with Generally Accepted Accounting Principles.	Implemented	
2012-2 The Organization used incomplete data for the Partnerships for Student-Centered Learning Second Principal Report of Attendance. The Organization should revise Period Two Report of Attendance adding in the 20 day window for the last month of the period.	Implemented	
2012-3 At Horizon Charter School three students provided proof of immunization after the first 30 calendar days of the school year. At Partnerships for Student-Centered Learning six students provided proof of immunization after the first 30 calendar days of the school year.	Implemented	

8.2.80

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Sunshine Proposals for Negotiations Regarding the Collective Bargaining Agreement Between Western Placer Unified School District and the Western Placer Teachers Association

AGENDA ITEM AREA:
Discussion/Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Sunshine Proposals for WPUSD and WPTA.

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

Pursuant to Government Code section 3547, all contract proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The Western Placer Unified School District and the Western Placer Teachers Association are both proposing opening Articles for negotiations for a successor Collective Bargaining Agreement as the current Agreement ends on June 30, 2014. After both Parties proposals were presented to the public at the December 3 & 17, 2013 meetings, in order to allow the members of the public to become informed and have an opportunity to express themselves regarding the proposals, the Board shall now consider adopting its initial proposal.

RECOMMENDATION:

Administration recommends the Board of Trustees adopt the District's initial proposal as attached.

Western Placer Teachers Association's

Sunshine Proposal for the Term July 1, 2014 to June 30, 2017

To the Western Placer Unified School District

The Western Placer Teachers Association and the Western Placer Unified School District are parties to a Collective Bargaining Agreement which remains in full effect until a new contract is reached.

The Western Placer Teachers Association wishes to explore changes to the following articles:

Article I- Agreement

Article VII- Teaching Hours

Article IX- Class Size

Article X- Assignment/Reassignment/Transfer

Article XIII- Salaries

Article XIV- Employee Benefits

Article XXVII- Safety

Appendix A- Certificated Salary Schedule

Appendix B- Special Assignment Salary Schedule

Appendix G- Compensation for Exceeding Class Size Maximums

Appendix H- Certificated Staffing Assignment Notice

Jennifer Chandler, Chief Negotiator, WPTA

November 20, 2013

8.3.1

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth St., Suite 400, Lincoln, CA 95648
Ph: (916) 645-6350 • Fax: (916) 645-6356

Board of Trustees: Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

VIA Electronic Mail & District Mail

November 25, 2013

Jennifer Chandler, WPTA Bargaining Chair
Twelve Bridges Middle School
770 Westview Drive
Lincoln, CA 95648

Re: WPUSD Sunshine Proposal for Negotiations on the Successor Agreement

Dear Jennifer,

This letter serves as notice that the District desires to negotiate contract provisions that are fiscally responsible in order to provide students with instructional programs based on a sound, realistic budget. The District is especially interested in negotiating concepts that reduce employer costs and/or achieve a fiscal savings for the District and result in the best outcomes for students. The District is opening the following articles for the successor Agreement:

- *Article I, Agreement*
- *Article VII, Teaching Hours*
- *Article VIII, Leaves*
- *Article IX, Class Size*
- *Article X, Assignment/Reassignment/Transfer*
- *Article XII, Certificated Personnel Evaluation*
- *Article XIII, Salaries*
- *Article XIV, Employee Benefits*
- *Article XV, Work Year*
- *Article XXIII, Peer Assistance and Review*
- *Article XXVII, Safety*
- *Article XXVIII, Entire Agreement*
- *Appendix A, Salary Schedule*
- *Appendix B, Special Assignment Salary Schedule*
- *Appendix G, Compensation for Exceeding Class Size Maximums*
- *Appendix H, Certificated Staffing Assignment Notice*

Lincoln All-America City 2006

8.3.2

We look forward to working together with the WPTA Bargaining Team throughout the negotiations process.

Sincerely,

Ryan Davis
Assistant Superintendent of Personnel Services

CC: Scott Leaman, Superintendent (Via Email PDF)
Mary Boyle, Deputy Superintendent (Via Email PDF)
Tara McCroskey, WPTA President (Via Email PDF)

8.3.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Adopt Revised Declaration of Need for Fully Qualified Educators

AGENDA ITEM AREA:
Discussion/ Action

REQUESTED BY:
Ryan Davis
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

Each year the District must declare if there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. Said Declaration was adopted by the Board on August 6, 2013 and must now be revised. The declaration shall remain in force until June 30, 2014 and shall be revised if the need changes during the school year.

RECOMMENDATION:

Administration recommends adoption of the Revised Declaration of Need for Fully Qualified educators.

State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☐ Original Declaration of Need for year: _____
☒ Revised Declaration of Need for year: 2013-2014

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Western Placer Unified School District District CDS Code: 66951

Name of County: Placer County CDS Code: 31

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 01 /21 /14 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2014.

Submitted by (Superintendent, Board Secretary, or Designee):

Ryan Davis		Assistant Supt., Personnel
Name	*Signature*	*Title*
916-645-6348	916-645-5293	01/22/2014
Fax Number	*Telephone Number*	*Date*

600 Sixth Street, Suite 400 Lincoln, CA 95648
Mailing Address

rdavis@wpusd.k12.ca.us
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County N/A County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

8.4.1

Submitted by Superintendent, Director, or Designee:

N/A

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

E-Mail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	1
☐ Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
☐ Resource Specialist	
☒ Teacher Librarian Services	1
☐ Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	2
Special Education	8
TOTAL	9

8.4.2

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program.

National University, Brandman (Chapman) University, Sacramento &

Chico State Universities, and Project Pipeline

If no, explain why you do not participate in an internship program.

8.4.3

Original

State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
Box 944270
Sacramento, CA 94244-2700

Telephone:
(888) 921-2682
E-mail: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

☒ Original Declaration of Need for year: 2013-2014

☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Western Placer Unified School District District CDS Code: 66951

Name of County: Placer County CDS Code: 31

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 08 /06 /13 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2014.

Submitted by (Superintendent, Board Secretary, or Designee):

Ryan Davis		Director of Human Services
Name	*Signature*	*Title*
916-645-6348	916-645-5293	08/17/2011
Fax Number	*Telephone Number*	*Date*

600 Sixth Street, Suite 400 Lincoln, CA 95648
Mailing Address

rdavis@wpusd.k12.ca.us
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County N/A County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

8.4.4

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
N/A		

Fax Number	Telephone Number	Date

Mailing Address

E-Mail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	1
☐ Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
☒ Resource Specialist	1
☒ Teacher Librarian Services	1
☐ Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	2
Special Education	1
TOTAL	3

8.4.S

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. District is targeting fully credentialed teachers in all subject areas.

Does your agency participate in a Commission-approved college or university internship program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 1

If yes, list each college or university with which you participate in an internship program.

National University, Brandman (Chapman) University, Sacramento &
Chico State Universities, and Project Pipeline

If no, explain why you do not participate in an internship program.

8.4.6

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Contractor Pre-Qualification Requirement

AGENDA ITEM AREA:
Information

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

Beginning January 1, 2014, there is a new amendment to the public contracting code. The Governor signed Assembly Bill (AB) 1565, adding Section 20111.6 to the Public Contract Code which requires some school districts to prequalify contractors prior to bidding public contracts.

Districts with more than 2,500 ADA, and seeking State project funding for work over $1,000,000.00 will need to not only prequalify general contractors, but also all mechanical/electrical/plumbing contractors (MEP). Districts are required to use prequalification forms that cover, at a minimum, what is requested on a sample form provided by the Department of Industrial Relations (DIR).

While the requirement is scheduled to sunset in January of 2019, these new laws will need to be adhered to until then – and under any and all funding methods from the State Allocation Board.

RECOMMENDATION:

Staff requests the Board of Trustees consider information given during the staff report, and provide any comments or inquires as needed.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Facilities Departmental Update
Winter Break Projects 2013/2014

AGENDA ITEM AREA:
Information

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Funds
21,25,35,40,49

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

This item is a Board of Trustees informational update on current Facilities projects and work that has taken place during the Winter Break, as well as upcoming projects and pending legislation that will affect our District.

RECOMMENDATION:

Staff requests that the Board of Trustees consider information given during staff report and provide any comments or inquires as needed.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Approval of Revised Future School Capacities

AGENDA ITEM AREA:
Action

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

In previous projects and master planning activities in Western Placer, the average capacities for schools were low for all grade levels. In 2008 with an interim master plan prepared by Ron Feist, it was suggested that we would need to increase the size of future schools in order to run effective programs and build responsibly. The interim plan and Dr. Feist's suggestions were Board approved that same year. In making this move, the District was able to reduce the size of the future building plan in almost half; both in number of schools and cost for the program.

In 2010 the Board approved the Facilities Master Plan which reflected the increased future site sizes and capacities. While this has continued to serve as an effective planning document, Staff has begun the process of updating the Master Plan to reflect current pricing and site information.

Part of this update involved reviewing the size of future sites. In a joint meeting with the Educational Services Department the following future size capacities were collectively decided upon:

K-5: 650 student average, 800 maximum capacity
6-8: 1200 student average, 1400 maximum capacity
9-12: 2000 student average, 2500 maximum capacity

These numbers provide criteria for planning and designing future schools that will allow for an average number of students, and give a maximum capacity to keep in mind when designing areas for expansion with modulars.

By approving the above proposed numbers, the Board allows Staff to move forward on the Master Plan Update utilizing these revised figures and provide a more detailed and accurate document.

RECOMMENDATION:

Staff recommends the Board of Trustees approve proposed future site sizes.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Developer Fee Report
for the 2012-2013 Fiscal Year

AGENDA ITEM AREA:
Action

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Fund 25

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

Government Code Section 66006 requires any District collecting developer fees (Sterling Fees) to annually report the activity in the Capital Facilities Fund, which is commonly referred to as the Developer Fee Report.

Attached is the Developer Fee Report for Fiscal Year 2012-2013.

RECOMMENDATION:

Staff recommends the Board of Trustees approve the annual Developer Fee Report for 2012-2013.

Background:

SB 50 was passed in 1998 which allowed school districts to collect developer fees levied on new housing and commercial/industrial construction. SB 50 also created a multi-level fee structure to allow fast growing school districts to charge higher levels of fees if the districts could show a nexus between the growth, the eligibility for state funding and the need for additional student housing. These higher levels of fees are often referred to as Level II and Level III fees.

Government Code Section 66006 requires the district to annually report the activity in the Capital Facilities Fund. This fund includes all developer fees collected and the interest earned on those fees

Government Codes 66001 and 66006 require the annual accounting to contain the following information:

a) **A brief description of the type of fee in the account of fund and the purpose to which the fee is to be put.** In this district, all of the fees are Level II fees and the fees have been used to construct the school facilities or for administration costs described in the following report.

b) **The amount of the fee and a demonstration of a reasonable relationship between the fee and the purpose for which it is charged.** The amount of the fees is included in this report. The fees were charged for the purpose of constructing school facilities, which were necessary to adequately serve students generated by the new housing developments, as well as administration costs as allowable in Government Codes 66001 and 66006

c) **The beginning and ending balance of the fund.** These balances, including the final audited ending balance, are reflected in the following report.

d) **The amount of the fees collected and the interest earned.** The following report reflects the individual types of fees collected and the interest earned or paid by the district for the fund.

e) **An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the improvement that was funded with fees.** The following report reflects the actual expenditures from the Fund 25 Developer Fee Collection.

f) **An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in the facility plan of the district, and that the public improvement remain incomplete.** There are no current outstanding

projects, however, the District is using some of these monies to plan and determine feasibility of future projects.

g) **An identification of all sources of funding anticipated to complete the financing of incomplete improvements and designates the approximate dates on which the funding anticipated to complete financing of the incomplete improvements is expected to be deposited into the appropriate account or fund.** Future state apportionments, as well as local funding will be used for future projects.

h) **A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan.** This section does not apply. The district did not borrow any developer fees from this fund during 2012-2013.

SUPERINTENDENT'S RECOMMENDATIONS:

No action required

Resources		
Beginning Balance as of July 1, 2012		$ 129,776.72
Revenue:		
Interest	9,896.03	
Residential Developer Fees	1,532,170.30	
Commercial Developer Fees	1,499.91	
Total Revenue		$ 1,543,566.24
Total Resources		$ 1,673,342.96

Expenditures		
Debt Payments		$ 1,145,000.00
Administrative Costs		
Facilities Department		
Salaries	65,587.28	
Benefits	31,098.90	
Supplies	356.07	
Consultants	25,389.36	
Legal Services	113,089.00	
		$ 235,520.61
Total Expenditures		$ 1,380,520.61
Ending Balance as of June 30, 2013		$ 292,822.35

8.8.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Adoption of Revised/New Policies/Regulations/Exhibits

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 21, 2014

ROLL CALL REQUIRED:
No

BACKGROUND:

These new and/or revised policies/regulations/exhibits are now being presented for approval by the Board of Trustees.

- BP/AR 3350 Travel Expenses

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

wp/rk/factform

POLICY GUIDESHEET
January 2014

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP/AR 3350 - Travel Expenses
BP-revised/AR-new
Policy revised to prohibit use of a district credit card for personal expenses, even if the employee intends to reimburse the district. Policy also adds language on types of reimbursable travel expenses and nonreimbursable personal expenses, alignment of district mileage reimbursement rate with the Internal Revenue Service rate, options for reimbursement of meal costs, submission and approval of expense claim, employee's responsibility for costs incurred on improper claim, and repayment to district if actual costs are less than the cash advance received by the employee.

TRAVEL EXPENSES

The Board of Trustees recognizes that district employees may incur expenses in the course of performing their assigned duties and responsibilities. To ensure the prudent use of public funds, the Superintendent or designee shall establish rules to keep such expenses to a minimum while affording employees a reasonable level of safety and convenience.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Board of Trustees shall authorize payment for actual and necessary expenses, **incurred by any employee performing authorized services for the district, whether within or outside district boundaries. (Education Code 44032)** ~~including travel, incurred by any employee performing authorized services for the district.~~

The Superintendent or designee shall establish procedures for the approval of travel requests and the submission and verification of expense claims. He/she also shall establish reimbursement rates in accordance with law and Board policy.

An employee shall obtain approval from the Superintendent or designee prior to traveling. The Superintendent or designee may approve travel requests in accordance with the adopted budget and upon determining that the travel is authorized or assigned by the employee's supervisor, is necessary to attend a conference or other staff development opportunity that will enhance employee performance, and/or is otherwise necessary to the performance of the employee's duties. Travel expenses not previously budgeted may be approved on a case-by-case basis by the Superintendent or designee if he/she determines that the travel is essential and that resources may be obtained or redirected for this purpose.

~~The Superintendent or designee may approve employee requests to attend meetings in accordance with the adopted budget.~~

(cf. 3100 - Budget)
(cf. 3110 - Transfer of Funds)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

~~Expenses shall be reimbursed within limits approved by the Board. The Superintendent or designee shall establish procedures for the submission and verification of expense claims. He/she may authorize an advance of funds to cover necessary expenses.~~

The Board may establish an allowance on either a mileage or monthly basis to reimburse authorized employees for the use of their own vehicles in the performance of assigned duties.

TRAVEL EXPENSES (continued)

Vehicles should be shared whenever possible to minimize travel costs. No employee shall be entitled to reimbursement for automobile travel when he/she is transported free of charge or by another employee who is entitled to the expense reimbursement.

All out-of-state travel for which reimbursement will be claimed shall **be approved in advance by the** ~~have~~ Board. ~~approval~~ Travel expenses not previously budgeted also shall be approved on an individual basis by the Board.

Authorized employees may use district credit cards while attending to district business. Under no circumstances may personal expenses be charged on district credit cards.

Meal costs shall be reimbursed based on documented actual expenses within the maximum amounts established by the Superintendent or designee and based on the time of day that travel for district business begins and ends.

Any expense that exceeds the maximum rate of reimbursement established by the district shall be reimbursed only with the approval of the Superintendent or designee.

All expense reimbursement claims shall be submitted on a district form, within 10 working days following return from travel when possible. The form shall be accompanied by receipts and any explanation necessary to document that the expenses meet district criteria for reimbursement.

The Superintendent or designee shall approve expense claims only upon verifying that all necessary documentation is provided and that all expenses are appropriate and related to district business. If an expense claim is disallowed due to lack of documentation or inappropriate expenses, the employee may be personally responsible for any improper costs incurred.

When approved by the Superintendent or designee, an employee may be issued a district credit card for use while on authorized district business. Receipts documenting the expenses incurred on a district credit card shall be submitted promptly following return from travel. Under no circumstances shall personal expenses be charged on a district credit card, even if the employee intends to subsequently reimburse the district for the personal charges.

When necessary, the Superintendent or designee may approve a cash advance, not to exceed the estimated out-of-pocket reimbursable expenses, to an employee authorized to travel on district business. Within 10 working days following return from travel, the employee shall submit a final accounting with all necessary supporting documentation. He/she shall refund to the district any amount of cash advance exceeding the actual approved reimbursable expenses.

8.9.3

TRAVEL EXPENSES (continued)

~~*(cf. 9240 - Board Development)*~~
~~*(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)*~~

Legal Reference:

EDUCATION CODE
44016 Travel expense ***to employment interview***
44032 Travel expenses ~~*payment*~~
44033 Automobile allowance
44802 Student teacher's travel expense

Policy
adopted: September 4, 2007
evised: January 21, 2014

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.4

TRAVEL EXPENSES

This administrative regulation applies uniformly to employees, Board of Trustees, and representatives of the Board.

Travel includes attendance at workshops, seminars, conventions, conferences or other meetings of interest to the district.

If travel is necessary during the normal workday of the employee and involves no cost to the district other than employee salary and/or mileage within the county, the Superintendent or designee may authorize travel, subject to the provisions of this administrative regulation.

Lodging

Actual lodging costs are claimable, but in no event may they exceed the single occupancy rate charges by the hotel or motel. Receipts for lodging expenditures are required in order to be reimbursed.

Meals

Reimbursements shall be based upon actual and necessary meal costs and will require a receipt for costs incurred. If a meal is not taken, no amount may be claimed. If the actual cost is less than the limitation prescribed herein, only the actual amount may be claimed. If the per diem spent should exceed limitation, the claimant has the option of claiming the limitation amount, or claiming the actual higher amount with a statement of justification attached to the claim, as well as the Superintendent's or designee's signature approval.

Gratuities shall be reimbursed if the total payment of the meal and gratuity do not exceed the limit for meal reimbursement.

The following are approved meal limitations:

Breakfast	$12.00
Lunch	$15.00
Dinner	$30.00

Meal claims which exceed the previous limitations, but do not exceed the maximum per day limit of $57.00 are authorized.

Banquets

A banquet breakfast, luncheon or dinner, which is an official part of a conference and for which there is a prescribed fee, may exceed a meal limitation amount as previously designated and may be reimbursed at actual cost.

TRAVEL EXPENSES (continued)

Registration

Registration fees are authorized.

Mileage

Employees performing authorized travel involving the use of their own vehicle shall be reimbursed for mileage at a rate equal to the current IRS allowance per mile. Carpooling is encouraged for conference/workshops whenever possible.

Transportation

Economy, standard, tourist or similar air fare rates are allowed. First class fare will be allowed only in emergency situations with prior approval of Superintendent or designee. The option for use of a private vehicle or air transportation or other mode may be allowed except that the district shall make reimbursement for transportation resulting in the least cost to the district, considering all other costs.

Other Travel Allowances

While traveling on official district business, the following expenses are also reimbursable at actual costs:

1. Necessary taxicab, airport limousine, or bus fares
2. Registration fees (receipt required)
3. Conference fees (receipt required)
4. Car storage fees (receipt required)
5. Telephone and telegraph charges in connection with district business (receipt required)
6. Rental car charges (receipt required)
7. Toll bridge fees
8. Reasonable porterage costs

Other justifiable expenses may be approved by the Superintendent or designee

TRAVEL EXPENSES (continued)

Travel Claims

Whenever travel is properly authorized and costs are incurred, the employees shall be required to prepare a claim which shows in detail all expenditures incurred. Documentation must show the inclusive dates of each trip. Invoices or proof of payment shall also be provided and attached to the claim. The claimant shall certify by signature that all amounts claimed were appropriate and necessary.

The Superintendent or designee shall be required to review and approve each travel claim by his/her signature.

Alternative Travel Compensation

The Superintendent or designee may authorize travel compensation to include gas or gift cards as a form of reimbursement. Total value shall not exceed actual and necessary expenses.

Advances

District funds may be issued in advance of travel for official business trips, for employees and Board members, and will require a statement of justification. The Superintendent or designee shall be required to review and approve the advance. An advance made shall be deducted from the subsequent travel claim. If an advance exceeds actual costs the claimant shall file a claim showing amounts expended and reimburse the district for the excess amount within 15 days after return from the trip. District personnel with outstanding advances will not be entitled to further advances until all previous advances have been cleared.

Nonemployees, such as parents or community members, may be authorized to perform travel as representatives of the Board. Advances for such nonemployees are not authorized from district funds.

Out-of-State Travel

Notwithstanding any other provision of this administrative regulation, all out-of-state travel shall be presented to the Board for approval with a complete explanation of the school business purpose to be served.

Delegation of Authority

The authority to authorize employee travel is hereby delegated to the Superintendent or designee. All restrictions and limitations within this administrative regulation shall apply.

Regulation
adopted: January 21, 2014

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.9.7