

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

STUDENT ENROLLMENT

School	2012 CBEDS	12/3/2012	1/11/2013
Sheridan Elementary (K-5)	84	81	84
First Street Elementary (K-5)	465	465	464
Carlin C. Coppin Elementary (K-5)	412	409	412
Creekside Oaks Elementary (K-5)	559	572	577
Twelve Bridges Elementary (K-5)	717	719	723
Foskett Ranch Elementary (K-5)	552	545	545
Lincoln Crossing Elementary (K-5)	684	687	679
Glen Edwards Middle School (6-8)	686	675	677
Twelve Bridges Middle School (6-8)	853	876	869
Lincoln High School (9-12)	1,516	1,496	1,476
Phoenix High School (10-12)	65	76	76
TOTAL	6593	6601	6582

State Preschool

First & L Street 23 A.M. /24 P.M.
 Carlin Coppin 23 A.M.

Pre-K/Special Ed

Foskett 13
 FSS PPIP 48
 CCC 1

Adult Education

96

First-5 Program

First Street 22 A.M. /22 P.M.
 Sheridan 22 A.M. /22 P.M.

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
January 15, 2013, 7:00 P.M.
GLEN EDWARDS MIDDLE SCHOOL – SPIRIT CENTER
204 L Street, Lincoln, CA 95648

AGENDA

2012-2013 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

6:00 P.M. START

1. **CALL TO ORDER** – Glen Edwards Middle School Spirit Center

6:05 P.M.

2. **CLOSED SESSION** – Glen Edwards Middle 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, Director of Human Services
Audrey Kilpatrick, Assistant Superintendent of Business and Operations
 - 2.2 **PERSONNEL**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
 - 2.3 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**—GEMS – Spirit Center
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, Director of Human Services
Joyce Lopes, Assistant Superintendent of Business Services
 - 3.2 **PERSONNEL**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
 - 3.3 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

January 15, 2013

Agenda

4. SPECIAL ORDER OF BUSINESS

School Being Featured: Glen Edwards Middle 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 4, 2012 Regular Board of Trustee Meeting
 - December 18, 2012 Annual Organizational Board of Trustee Meeting
- 5.2 Approval of Warrants
- 5.3 Classified Personnel Report
- 5.4 Certificated Personnel Report
- 5.5 Approve Williams Uniform Quarterly Complaint Report.
- 5.6 Approve Student Discipline/Stipulated Expulsion for Student's #12-13 M & O.
- 5.7 Ratification of Professional Services Authorization with LPA, Inc. for architectural work on reconstruction at Twelve Bridges Middle School due to Water Damage.
- 5.8 Report of Disclosure Requirements for Quarterly Reports of Investments.

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 – Mike Agrippino
- 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 HORIZON CHARTER SCHOOL'S ANNUAL FINANCIAL STATEMENTS AND AUDIT REPORT – Kilpatrick (12-13 G & O Component I, II, III, IV, V)

- 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. Gilbert Associates, Inc., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2012.

January 15, 2013

Agenda**8.2 Discussion RECEIPT OF THE 2011-12 AUDITED FINANCIAL STATEMENTS****– Kilpatrick (12-13 G & O Component I, II, III, IV, V)**

- The 2011-12 Unaudited Actuals were presented to the Board of Trustees 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.

8.3 Information EXPRESS BUS RIDERSHIP UPDATE– Kilpatrick (12-13 G & O Component I, II, III, IV, V)

- At the start of the 2012-13 school year the District started an Express Bus that transported students in the Lincoln Crossings and Twelve Bridges areas to Lincoln High School. The Board had requested an update on ridership for this special route.

8.4 Information 2013-14 BUDGET REDUCTIONS – Leaman/Kilpatrick (12-13 G & O Component I, II, III, IV, V)

- The district is currently deficit spending and faced with budget reductions. The Board has directed staff to achieve a balanced budget by the 2013-14 budget year.

8.5 Action COMPREHENSIVE SAFE SCHOOL PLANS – Boyle (12-13 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.

8.6 Information ATTENDANCE UPDATE – Boyle (12-13 G & O Component I, II, III, IV, V)

- Two years ago, the District Attendance Work Group (DAWG) was formed to study student attendance patterns and to formulate positive programs to encourage improved student attendance. Research (and common sense!) shows that there is a high correlation between regular student attendance and student achievement in school.

8.7 Information/ ADJUSTMENT OF MIDDLE SCHOOL ATTENDANCE**Discussion BOUNDARIES – Steer (12-13 G & O Component I, II, III, IV, V)**

- In late 2009 the Board of Trustees began a discussion around the necessity to restructure the middle school attendance boundaries lines within Western Placer Unified School District. At the time we anticipated that the 6th – 8th grade population at Twelve Bridges Middle School would increase to the point of capacity, and it would become necessary to adjust the attendance between Twelve Bridges Middle and Glen Edwards Middle School. Because the capacity was not yet extended, and due to some concerns about shifting attendance boundaries, the discussion was tabled.

January 15, 2013

Agenda

8.8 Action ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman (12-13 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 1240 Volunteer Assistance
- AR/E 4112.62/4212.62/4312.62 Maintenance of Criminal Offender Records
- BP/AR 4127/4227/4327 Temporary Athletic Team Coaches
- BP 4156.2/4256.2/4356.2 Awards and Recognition
- BP/AR 4157/4257/4357 Employee Safety
- BP 6111 School Calendar

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- 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):

- **February 5, 2012 7:00 P.M.**, Regular Meeting of the Board of Trustee – Lincoln High School– Lincoln High School
- **February 19, 2012 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: Glen Edwards Middle School – Library

Date: Tuesday, January 15, 2013

Time: 6:05 P.M.

1. LICENSE/PERMIT DETERMINATION
2. SECURITY MATTERS
3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
6. LIABILITY CLAIMS
7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. PERSONNEL

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

9. CONFERENCE WITH LABOR NEGOTIATOR

10. STUDENTS

- * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
- * STUDENT PRIVATE PLACEMENT
- * INTERDISTRICT ATTENDANCE APPEAL
- * STUDENT ASSESSMENT INSTRUMENTS
- * STUDENT RETENTION APPEAL, Pursuant to BP 5123
- * 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 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, Director of Human Services

Audrey Kilpatrick, Assistant Superintendent

Business and Operations

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Ryan Davis

Director of Human Services

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 15, 2013

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.

**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 DISCIPLINE/DISMISSAL/
RELEASE

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Ryan Davis
Director, Human Services

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

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

RECOMMENDATION:

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

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL –
EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in
Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
January 15, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln.

RECOMMENDATION:

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

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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3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Featured School:
Glen Edwards Middle 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 15, 2013

ROLL CALL VOTE:

No

BACKGROUND:

Glen Edwards Middle 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.



**GLEN EDWARDS
MIDDLE SCHOOL**

204 "L" Street
Lincoln, CA 95648

(916) 645-6370
Fax (916) 645-6379

Principal
Shelly Hoover

**Assistant
Principal**
Rey Cubias



**WESTERN
PLACER
UNIFIED
SCHOOL
DISTRICT**

600 6th Street, Ste. 400
Lincoln, CA 95648

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

**District
Superintendent**
Scott Leaman

Glen Edwards Middle School

WPUSD Board Meeting
Tuesday, January 15, 2013
7:00 P.M.
GEMS Spirit Center

- I. Welcome to GEMS – Shelly Hoover, Ed.D / Principal
- II. Parent – Sandy McFarlin / School Site Council President
 - a. School Wide Positive Behavior Support (PBIS)
 - b. Association of Parent, Teacher, & Student Update
- III. Pupil
 - a. Recognize Broadcast & Robotics Students
- IV. Program
 - a. School Wide Response to Intervention (RTI)

4.1

CONSENT

AGENDA

ITEMS

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

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

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 4, 2012 Regular Board Meeting
- December 18, 2012 Annual Organizational Board Meeting

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

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

- December 4, 2012 Regular Board of Trustee Meeting
- December 18, 2012 Annual Organizational Board Meeting

RECOMMENDATION:

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
December 4, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 J Street, Lincoln, CA 95648

AGENDA

2012-2013 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

Board Members Present

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

Board Members Absent

Paul Long, Member

Others Present

Mary Boyle, Deputy Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business and Operations
Rosemary Knutson, Secretary to the Superintendent
Ryan Davis, Director of Human Services
Heather Steer, Facilities Director
Patty McAlpin - Press
Jillian Loya, Student Advisor

5:45 P.M. START

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

5:50 P.M.

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

- 2.1 **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

- 1 Case

- 2.2 **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**

Purchase price, and payment terms for additional property adjacent to the Twelve Bridges Library, negotiated between representatives of Western Placer Unified School District and Sierra Community College District.

- 2.3 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

5.1.1

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Director of Human Services
Audrey Kilpatrick, Assistant Superintendent of Business and Operations

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

7:00 P.M.

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

**3.1 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED
LITIGATION**
• 1 Case

No action was taken

3.2 CONFERENCE WITH REAL PROPERTY NEGOTIATOR
Purchase price, and payment terms for additional property adjacent to the Twelve Bridges Library, negotiated between representatives of Western Placer Unified School District and Sierra Community College District.

No action was taken

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

No action was taken

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

No action was taken

4. CONSENT AGENDA

- 4.1 Approval of Meeting Minutes for:
 - November 6, & 20, 2012 Regular Board of Trustee Meeting
- 4.2 Approval of Warrants
- 4.3 Classified Personnel Report
- 4.4 Approve Student Discipline/Stipulated Expulsion for Student's #12-13 J & K
- 4.5 Ratification of Consultant Agreement with School Site Solutions for work on acreage at Twelve Bridges High School site.
- 4.6 Report of Disclosure Requirements for Quarterly Reports of Investments.
- 4.7 Approval of Bank Check Signers

5.1.2

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

5. COMMUNICATION FROM THE PUBLIC

No comments from the public

6. REPORTS & COMMUNICATION

6.1 Lincoln High School, Student Advisory – Jillian Loya reported:

- Reminded everyone to purchase their Christmas Trees from FFA
- Drama Club will be presenting Scrooge play for the next couple of weeks.
- There have been two Student Council meetings in the past week
- Have had major discussions on switching the semester system, looking at four different options of block scheduling.

6.1 Western Placer Teacher's Association – Mike Agrippino shared his thoughts on the town council meeting he attended last week. He was very surprised at the way the city council spoke to district staff. WPTA is determined not to forget what took place at the meeting, with the Village I approved could cause overcrowding at our current schools. The association is committed on backing the district regarding the development of schools in Western Placer.

6.3 Western Placer Classified Employee Association – Mike Kimbrough, no report

6.4 Deputy Superintendent (in place of Scott's absence) – Mary Boyle reported:

- With ALA closing, we are seeing some enrollments in our district, along with transfer request out of our district.
- Transitional Kindergarten if full, we do have some room in regular kindergarten for some students who are turning 5 during the year. The TK class will continue to be at Twelve Bridges Elementary School.
- SBack – we will participate in Field testing which will take the place of STAR testing, we are happy to participate.
- We will propose to ROP to add a couple of classes next year.
- Choir performed at the State Capital today
- LHS Drama will be presenting a play.

Audrey Kilpatrick shared some information on Prop 30:

- ✓ It does raise taxes for seven years, and will raise sales tax
- ✓ Funds would be used for flat funding
- ✓ We'll receive the same funding as last year.
- ✓ It projects about 1.2 million for our district.
- ✓ The State has reported that they will send current year funding earlier than projected.

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

7.1 Information/ UPDATE ON PROJECT DEVELOPMENT WITH JOHNSON

Discussion CONTROLS, INC. – Steer (12-13 G & O Component I, III, IV, V)

- Western Placer Unified School District has several sites with central plants requiring upgrades, modernization, calibration, and maintenance. A committee consisting of the Director of Maintenance, Facilities Coordinator, Assistant Superintendent, Superintendent, and a Board member interviewed several

December 4, 2012

Minutes

companies to identify a plan to access funding for equipment replacement and modernization while leveraging state funding programs.

This item was withdrawn and will be brought back at a later date.

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

•Pursuant to Government Code section 3547, all 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 is proposing reopener negotiations for the currently adopted Collective Bargaining Agreement. The District's 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.

Ryan Davis brought the Sunshine proposal before the board for review. The Proposal will come back for board approval.

7.3 Discussion/ Action **CONSIDER APPROVING RESOLUTION NO. 12/13.11 AUTHORIZING THE ELIMINATION OF A CLASSIFIED EMPLOYEE POSITION DUE TO LACK OF WORK/LACK OF FUNDS - Davis (12-13 G & O Component I, II, III, IV, V)**

•Pursuant to Education Code section 45117, the District administration is making a recommendation that would require the Governing Board of the Western Placer Unified School District to eliminate a Classified Employee position due to lack of work/lack of funds by adopting Resolution No. 12/13.11.

Ryan Davis presented a layoff due to lack of funds. At this time it is not a feasible model for the district. Motion by Mr. Carras, seconded by Mrs. Wyatt, and passed by a 4-0 roll call vote to approve Resolution No. 12/13.11 authorizing the elimination of a classified employee position due to lack of work and funds. *Roll call:* Wyatt, Carras, Haley, Armitage

7.4 Discussion/ Action **APPROVE RESOLUTION NO. 12/13.12 REGARDING AUTHORIZATION TO TEACH ASSIGNED SUBJECTS - Davis (12-13 G & O Component I, II, III, IV, V)**

•Pursuant to Education Code 44258.2, and in order to ensure proper credentialing and teacher consistency for one of our assignments the District administration is making a recommendation that the Board approve Resolution No. 12/13.12 which will allow one certificated teacher (also currently teaching Science) to teach at least one section of Math for the entire 2012-2013 school year in an middle school departmentalized setting at grades 6-8 at Glen Edwards Middle School. The teacher has consented to this assignment.

5.1.4

Motion by Mr. Carras, seconded by Mr. Haley, and passed by a 4-0 roll call vote to approve Resolution No. 12/13.12 Authorization to teach assigned subjects. *Roll call: Carras, Haley, Wyatt, Armitage*

7.5 Action **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 30, 2012.

The board took action to schedule the annual organizational meeting for Tuesday, December 18, 2012. Motion by Mrs. Wyatt, seconded Mr. Carras, and passed by a 4-0 vote.

7.6 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** (12-13 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.

- AR/E(1)/E(2) 1312.4 Williams Uniform Complaint Procedures
- BP/AR 5113.1 Chronic Absence and Truancy
- E 5118 Open Enrollment Act Transfers
- BP/AR 5141.3 Health Examinations
- BP/AR 5141.31 Immunizations
- BP/AR 6164.4 Identification and Evaluation of Individuals for Special Ed
- AR 6172 Gifted and Talented Student Program
- AR 6173.1 Education for Foster Youth

Motion by Mr. Carras seconded by Mr. Haley, and passed by a 4-0 vote to approve revised policies, regulations and exhibits as presented.

8. BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley enjoyed the Trustee Dinner, and thanked his colleagues for his award Mrs. Wyatt congratulated Mr. Haley for the award he received from PCOE.

5.1.5

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Mr. Carras shared he is very proud that Mr. Haley received the awards and said it was very well deserved, County Superintendent Garbolino also did a good job.

Mr. Armitage thanked Mike Agrippino and Heather Steer for responding to the City Council. He has attending meetings regarding boundaries for Roseville, and Sierra College, looking at redrawing the lines regarding the voting.

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ **December 4, 2012 7:00 P.M.**, Regular Meeting of the Board of Trustee – Lincoln High School

➤ **December 18, 2012 7:00 P.M.**, Annual Reorganizational Board of Trustee Meeting – Lincoln High School

10. ADJOURNMENT

There being no further business the meeting was adjourned at 7:30 p.m.

Damian Armitage, Board President

Brian Haley, Clerk

Mary Boyle, Deputy 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 18, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 J Street, Lincoln, CA 95648

MINUTES

2011-2012 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

Board Members Present

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

Others Present

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business and Operations
Rosemary Knutson, Secretary to the Superintendent
Ryan Davis, Director of Human Services
Heather Steer, Facilities Director
Patty McAlpin - Press

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 – Main Office

- 2.1 **CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION**

- 1 Case

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

- CL 12/13.5

- 2.3 **CONFERENCE WITH LABOR NEGOTIATOR**

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

5.1.7

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 LEGAL COUNSEL – ANTICIPATED LITIGATION**

- 1 Case

Mr. Haley reported by a vote of 5-0, the Governing Board has authorized its attorneys to initiate legal action against Lakeside Development-Lincoln and the City of Lincoln for failure to comply with the California Environmental Quality Act and the City of Lincoln General Plan, with respect to the approval of the Specific Plan for Village I and Phase I project within Village I.

The District's position has always been that smart growth is necessary to ensure a vibrant school system – and it fully supports growth within the community of Lincoln. To that end, the District has worked to engage Lakeside Development and the City regarding the need to plan for adequate schools to house students that will be generated within Village I so that its residents will have safe, nearby schools as contemplated by the City's General Plan. Despite the District's efforts, Lakeside Development moved forward with a specific plan that did not adequately provide a plan for schools within Village I and did not adequately consider the impacts of growth on the District's existing schools. The City approved this plan and Phase I of the project, in spite of the District's repeated requests that Lakeside Development and the City work with the District to formulate a community plan that aligns with the City's General Plan and makes sense for the current and future residents and student in Lincoln.

The Board's difficult decision to authorize litigation is made with an eye toward the future, with a commitment to do everything it possibly can to ensure quality schools and a quality school system for the next generation of students and resident of Lincoln.

The Board has also authorized the District's counsel to seek an agreement with the City of Lincoln to extend the statute of limitations or stay the proceedings for six months. The deadline to take legal action is January 2, 2013. It is the District's hope that during that time, Lake Development, the City and the School District an engage in thoughtful communication regarding shared interest to build Lincolns future communities. It remains the District's desire to cooperate in planning efforts with Lakeside Development and the City. Such efforts will most assuredly benefit current and future residents of Lincoln and their children.

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

- CL 12/13.5

Mr. Haley reported "in closed session the Board approved and ratified a Settlement Agreement and General Release between employee CL 12/13.5, CSEA and the Western Placer Unified School District."

5.1.8

3.3 CONFERENCE WITH LABOR NEGOTIATOR

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

No action was taken

4. SPECIAL ORDER OF BUSINESS

Oath of Office

The Superintendent will administer the Oath of Office to Paul Long and Paul Carras, as uncontested candidates of the Board of Trustees to serve until the end of their terms.

Mr. Leaman administered the Oath of Office to Mr. Long and Mr. Carras.

5. 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:

5.1 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 a President. Motion by Mr. Long, seconded by Mr. Armitage, and passed by a 5-0 vote to elect Mrs. Wyatt as President; Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 vote to elect Mr. Haley as Vice President. Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 vote to elect Mr. Armitage as Board Clerk.

5.2 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. Armitage, and passed by a 5-0 vote to appoint Scott Leaman as Secretary of the Board.

5.3 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. Carras, seconded by Mr. Long, and passed by a 5-0 vote to approve authorized district signers.

5.4 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.

Motion by Mr. Armitage, seconded by Mr. Haley and passed by a 5-0 vote to approve the 2013 schedule of regular board meetings.

5.5 Appoint Committee Assignments

~The Board of Trustees will discuss committee assignments.

Education Foundation – Long, Haley
Farm Foundation – Long, Armitage
Wellness Committee – Wyatt
Board Policy – Armitage
School Committee (Collaborative Planning Group) – Long, Wyatt

Motion by Mr. Armitage, seconded by Mr. Carras, and passed by a 5-0 vote to approve appointed committee assignments.

6. CONSENT AGENDA

- 6.1 Classified Personnel Report
- 6.2 Certificated Personnel Report
- 6.3 Approve Student Discipline/Stipulated Expulsion for Student's #12-13 M
- 6.4 Adoption of Resolution #12/13.14, Rescinding Employer Paid Member Contributions.

Motion by Mr. Haley, seconded Mr. Carras and passed by a 5-0 roll call vote to approve consent agenda as presented. Roll call vote: Haley, Long, Wyatt, Carras, Armitage

7. COMMUNICATION FROM THE PUBLIC

No communication from the public

8. REPORTS & COMMUNICATION

- 8.1 Lincoln High School, Student Advisory – Jillian Loya – not present
- 8.2 Western Placer Teacher's Association – Mike Agrippino – no report
- 8.3 Western Placer Classified Employee Association – Mike Kimbrough – no report
- 8.4 Superintendent - Scott Leaman reported:
 - Reminded the board that the district office will be closed during the week of Christmas, and the change in office hours during winter break
 - The budget reductions will be reviewed, and will be brought back.
 - HIS has been in news, have been meeting with HIS administration and parents, and attending the HIS board meeting, the Media was also there. They have board members as well as a Superintendent. We are currently monitoring the situation.
 - Tragedy in Newtown CT, we agree and understand, a memo was sent out to staff, and currently working with Principals. Teachers have been asked to

5.1.10

lock their doors. Officer Kruger and Sgt. Kennedy will be discussing safety procedures with Principals during the Administrative meeting tomorrow. Mary Boyle has been working on the safety plans and will be bringing those before the board in the near future.

9. ♦ **ACTION** ♦ **DISCUSSION** ♦ **INFORMATION**

9.1 Information/ **UPDATE ON PROJECT DEVELOPMENT WITH JOHNSON**

Discussion **CONTROLS, INC. - Steer** (12-13 G & O Component I, III, IV, V)

• Western Placer Unified School District has several sites with central plants requiring upgrades, modernization, calibration, and maintenance. A committee consisting of the Director of Maintenance, Facilities Coordinator, Assistant Superintendent, Superintendent, and a Board member interviewed several companies to identify a plan to access funding for equipment replacement and modernization while leveraging state funding programs.

Johnson Controls a presented power point to review upgrades, modernization, calibration and maintenance of the current systems at specific sites. The requested proposal outlined how to address needs of six sites, including an overview of recommendation for replacing, overhauling, improving or optimizing the equipment at each site along with a financial plan.

9.2 Action **FIRST INTERIM REPORT - Kilpatrick** (12-13 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 brief power point on the First Interim and reviewed the follow:

- No trigger cuts to School Districts
- 2011-12 books closed – actual ending fund balance now known
- Finalized 2012-13 staffing, position control, benefits, and updates of revenues.
- Budget Assumptions – Revenue
- Budget Assumptions – Expenditures
- Major Revenue Changes to Fund Balance since Adopted Budget
- Major Expenditure Changes to Fund Balance since adopted budget
- Enrollment Trends
- State Budget vs. First Interim
- Multiple Year Projections
- Components of Fund Balance
- Next Steps:
 - Governor's 2013-14 State Budget Proposals – SSC workshop January 2013
 - Presentation of Recommendations for 2013-14 Budget Reductions – January & February 2013

5.1.11

- Second Interim Report – March 2013
- District Attendance Reporting (P-2) – April 2013
- Governor's May Revision – May 2013

Motion by Mr. Haley, seconded by Mr. Armitage and passed by a 5-0 vote to approve the First Interim Report.

9.3 Information **2012-13 BUDGET COMMITTEE UPDATE – Leaman/Kilpatrick (12-13 G & O Component I, II, III, IV, V)**

● The district is currently deficit spending and faced with budget reductions. Board direction to staff over the past several years regarding the necessary budget reductions is to use a balanced approach. While it is clear that budget cuts have been and continue to be necessary in the coming years, taking a balanced approach to cuts is a strong interest of district constituents in an effort to maintain jobs and minimize program impact. Board directed staff to achieve a balanced budget by the 2013-14 budget year.

Mr. Leaman thanked the budget committee for their work, and reviewed the process of the budget committee. Mr. Leaman will review other options, and cost savings. This is information only.

9.4 Action **RESOLUTION 12/13.13 TO AMEND WPUSD'S 403(b) RETIREMENT PLAN DOCUMENT WITH OMNI - Kilpatrick (12-13 G & O Component IV, V)**

● In order to conform the Western Placer Unified School District's 403(b) Retirement Plan Document to the requirements of the Heroes Earnings Assistance and Relief Act of 2009 ("HEART") and the Worker, Retiree and Employer Recovery Act of 2008 ("WRERA"), the Document Plan must be amended.

Audrey Kilpatrick presented Resolution No. 12/13.13 to amend WPUSD 403(b) Retirement Plan, addressing requirements of Recovery Act of 2008, these are federal acts. Motion by Mr. Carras, seconded by Mr. Armitage, and passed by a 5-0 roll call vote. *Roll call: Long, Carras, Armitage Haley, Wyatt*

9.5 Discussion/ **REOPENER NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER**
Action **TEACHERS ASSOCIATION - Davis (12-13 G & O Component I, II, III, V, IV)**

● The Western Placer Unified School District is proposing reopener negotiations for the currently adopted Collective Bargaining Agreement with the Western Placer Teachers Association. After the District's proposal was presented to the public at the December 4, 2012 meeting, 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.

Ryan Davis brought back the Collective Bargaining Agreement for approval. Motion by Mr. Haley, seconded by Mr. Long, and passed by a 5-0 vote.

5.1.12

December 18, 2012

Minutes**9.6 Discussion/ MEMORANDUM OF UNDERSTANDING WITH SIERRA JOINT****Action COMMUNITY COLLEGE DISTRICT - Leaman (12-13 G & O***Component I, II, III, IV, V)*

• Sierra College and Western Placer Unified School District are partners involved in the Twelve Bridges Library and land ownership at the Twelve Bridges site. Sierra College and Western Placer each hold title to parcels of land at the Twelve Bridges site. Western Placer has an interest in acquiring the parcels owned by Sierra College. A Memorandum of Understanding has been prepared granting Western Placer "the exclusive right and option to purchase the property, subject to negotiation by the Parties of the terms of a mutually agreeable Purchase and Sale Agreement." This option shall be valid through June 1, 2013

Mr. Leaman explained the MOU with Sierra Joint Community College on the property. It's being approved to form, with the exclusive rights and option to purchase the property. Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 Vote.

9.7 Action DISTRICT VOTING REPRESENTATIVE - Leaman (12-13 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.

The Board of Trustee took action to appoint Paul Carras as the voting representative for the Placer County Committee. Motion by Mr. Long, seconded by Mr. Haley, and passed a 5-0 vote.

10. BOARD OF TRUSTEES**10.1 FUTURE AGENDA ITEMS**

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

- Relationship with Sierra Community College
- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

10.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley was glad to see some movement on Twelve Bridges site.

Mr. Long thanked Carrie for being present tonight, and for helping her new boss. He wished everyone a Merry Christmas.

Mr. Carras wished everyone a Happy Holidays

Mr. Armitage hopes that negotiations come up with something to help everyone, and thanked Kris Wyatt for taking over the gavel.

Mrs. Wyatt attended gingerbread events and shared PHS is having their art show tomorrow. Attended a wellness meeting through Kaiser on Thrive Across America. This program will get everyone moving and involved in their health.

5.1.13

December 18, 2012

Minutes

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ January 15, 2013 7:00 P.M., Regular Meeting of the Board of Trustee, Glen Edwards Middle School – Multi-Purpose Room

12. ADJOURNMENT

There being no further business the meeting was adjourned at 8:52 p.m.

Kris Wyatt, Board 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 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the December 4, 2012 board meeting.

RECOMMENDATION:

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

Checks Dated 12/19/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85286130	12/19/2012	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85286131	12/19/2012	PACIFIC GAS & ELECTRIC CO	01-5510		7,608.15
85286132	12/19/2012	Lauren M. Quinn	01-4300	128.36	
			01-5200	130.98	259.34
85286133	12/19/2012	"DANIELSEN COMPANY, THE"	13-4380	205.00	
			13-4710	2,390.72	
			Unpaid Sales Tax	1.89-	2,593.83
85286134	12/19/2012	CROWN DISTRIBUTING INC.	13-4380		1,582.57
85286135	12/19/2012	D & P CREAMERY	13-4710		8,953.90
85286136	12/19/2012	DISCOUNT SCHOOL SUPPLY	01-4300		196.09
85286137	12/19/2012	ED JONES FOOD SERVICE	13-4710		6,979.44
85286138	12/19/2012	MILLERS CITRUS GROVE	13-4710		658.75
85286139	12/19/2012	MISSION UNIFORM SERVICE INC	13-4300		462.69
85286140	12/19/2012	OFFICE DEPOT	01-4300		34.09
85286141	12/19/2012	OLD TOWN PIZZA	13-4710		4,301.25
85286142	12/19/2012	PROPACIFIC FRESH	13-4710		342.40
85286143	12/19/2012	PROVOCRAFT DBA CREATIVE XPRESS	01-4300	171.56	
			Unpaid Sales Tax	11.60-	159.96
85286144	12/19/2012	S & S WORLDWIDE	01-4300		111.47
85286145	12/19/2012	SARA LEE	13-4710		458.01
85286146	12/19/2012	SYSCO SACRAMENTO	13-4380	331.67	
			13-4710	1,200.62	1,532.29
85286147	12/19/2012	VENDMART OF SACRAMENTO	13-4710		578.96
85286148	12/19/2012	Leah M. Contaxis	01-5200		108.68
85286149	12/19/2012	Virginia L. Garcia	01-5200		15.82
85286150	12/19/2012	Gregg Law	01-5200		19.43
85286151	12/19/2012	Deborah J. McKinnon	01-5200		24.19
85286152	12/19/2012	Melissa A. Ramirez	01-5200		16.65
85286153	12/19/2012	A-Z BUS SALES INC	01-4365		1,707.99
85286154	12/19/2012	ABLE NET INC.	01-4300		432.21
85286155	12/19/2012	APPROVED SAFE & LOCK	01-4300		196.39
85286156	12/19/2012	BUS WEST - FRESNO	01-4365		466.68
85286157	12/19/2012	CALTRONICS BUSINESS SYSTEMS	01-5800		219.00
85286158	12/19/2012	CAPITOL PUBLIC FINANCE GROUP	49-5800		5,250.00
85286159	12/19/2012	CITY OF LINCOLN/NON UTILITY	01-5800		45.00
85286160	12/19/2012	EATON INTERPRETING SVCS INC	01-5800		131.25
85286161	12/19/2012	ETS EDUCATION TESTING SERVICE	01-5800		1,417.20
85286162	12/19/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		989.11
85286163	12/19/2012	GRAINGER .	01-4300		241.08
85286164	12/19/2012	JABBERGYM INC.	01-5800		2,850.00
85286165	12/19/2012	KHAVARIAN ENTERPRISES DBA VISION COMMUNICATIONS	01-4300	13,636.14	
			01-5800	6,548.36	20,184.50
85286166	12/19/2012	KIM SHOOK	01-5800		266.40
85286167	12/19/2012	KRONICK MOSKOVITZ TIEDEMANN	21-5810		3,803.20
85286168	12/19/2012	LAW OFFICE OF ELLIS COLEMAN	01-5810		800.00

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

Page 1 of 3

5.2.1

Checks Dated 12/19/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85286169	12/19/2012	LINCOLN ACE HARDWARE/MAINT	01-4300		291.63
85286170	12/19/2012	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		400.00
85286171	12/19/2012	LOZANO SMITH ATTNYS AT LAW INC	01-5200		180.00
85286172	12/19/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		241.50
85286173	12/19/2012	PINNACLE TELECOMMUNICATIONS	01-5800		21,179.00
85286174	12/19/2012	PLACER COUNTY SELPA	01-5200		280.00
85286175	12/19/2012	PLATT ELECTRIC SUPPLY, INC.	01-4300		360.38
85286176	12/19/2012	RAY MORGAN CO. / CHICO	01-4300	657.51	
			01-5600	111.27	768.78
85286177	12/19/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		740.19
85286178	12/19/2012	RIEBES AUTO PARTS	01-4365		1,215.70
85286179	12/19/2012	SAC VAL JANITORIAL SALES	01-4300		40.69
85286180	12/19/2012	SANTA CLARA CO OFFICE OF ED.	01-5200		8,500.00
85286181	12/19/2012	SCHOOL SERVICES OF CA INC	01-5200		175.00
85286182	12/19/2012	UNIVERSAL SPECIALTIES, INC.	01-4300		52.13
85286183	12/19/2012	WESTERN BLUE AN NWN COMPANY	01-4300		667.13
85286184	12/19/2012	ZEP SALES & SERVICE	01-4300		170.64
85286185	12/19/2012	Mary H. Ayala	01-4300		88.97
85286186	12/19/2012	Annie Z. Brothers	01-4300		95.74
85286187	12/19/2012	Kevin D. Kurtz	01-4300		72.50
85286188	12/19/2012	Brandon D. Lopez	01-4300		42.73
85286189	12/19/2012	Laree M. Quinn	12-4300		26.81
85286190	12/19/2012	Jennifer L. Tarabochia	01-4300		12.80
85286191	12/19/2012	ACTION PUBLISHING INC	01-4100	4,543.94	
			Unpaid Sales Tax	287.50-	4,256.44
85286192	12/19/2012	AIRGAS	01-4300		67.85
85286193	12/19/2012	ALL METALS SUPPLY INC	01-4300		223.94
85286194	12/19/2012	BALFOUR	01-4300		1,510.76
85286195	12/19/2012	D3 SPORTS	01-4300		460.26
85286196	12/19/2012	DE LAGE LANDEN	01-5600		131.67
85286197	12/19/2012	FUTURE FARMERS OF AMERICA CALIFORNIA ASSOCIATION	01-4300	2,337.44	
			Unpaid Sales Tax	153.44-	2,184.00
85286198	12/19/2012	HAWKINS OFFICIATING SERVICE	01-5800		1,050.00
85286199	12/19/2012	MARRIOTT PIANO SERVICE	01-4300		105.00
85286200	12/19/2012	OFFICE DEPOT	01-4300	1,235.33	
			11-4300	89.52	1,324.85
85286201	12/19/2012	R & M REFRIGERATION	01-5600		198.65
85286202	12/19/2012	RAY MORGAN CO. / CHICO	01-4300		69.28
85286203	12/19/2012	RISO PRODUCTS OF SAC INC	01-4300		753.38
85286204	12/19/2012	ROBOT SHOP INC.	01-4300	5,065.63	
			Unpaid Sales Tax	342.43-	4,723.20
85286205	12/19/2012	ROCKLIN HIGH SCHOOL	01-4300		170.00
85286206	12/19/2012	SCHOOL SPECIALTY INC	01-4300		305.49
85286207	12/19/2012	STEINMAN'S	01-4300		456.75

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.

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Checks Dated 12/19/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
Total Number of Checks				78	130,809.81

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	64	93,991.16
11	Adult Education Fund	1	89.52
12	Child Development Fund	1	26.81
13	Cafeteria Fund	11	28,445.98
21	Building Fund #1	1	3,803.20
49	Mello Roos Capital Projects	1	5,250.00
Total Number of Checks		78	131,606.67
Less Unpaid Sales Tax Liability			796.86-
Net (Check Amount)			130,809.81

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.

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Checks Dated 12/14/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85285327	12/14/2012	MISSION UNIFORM SERVICE INC	01-4300	66.36	
			01-5800	1,046.85	1,113.21
85285328	12/14/2012	SPURR	01-5530		3,887.76
85285329	12/14/2012	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85285330	12/14/2012	Debra D. Azar	01-5800		30.00
85285331	12/14/2012	Ersula M. Bombard	01-4300		75.06
85285332	12/14/2012	Jennifer L. Horton	01-4300		17.08
85285333	12/14/2012	Kevin D. Kurtz	01-4300		117.32
85285334	12/14/2012	Cheryl A. Metheny	01-4300		91.75
85285335	12/14/2012	Mary Lou Resendes	01-4300		38.85
85285336	12/14/2012	Karen A. Roberts	01-4300		44.10
85285337	12/14/2012	APPROVED SAFE & LOCK	01-4300		71.79
85285338	12/14/2012	CALIF CHILD DEVELOPMENT ADMINISTRATORS ASSOCIATION	12-5200		45.00
85285339	12/14/2012	CALTRONICS BUSINESS SYSTEMS	01-5600		541.26
85285340	12/14/2012	CARRIE PEREIRA DBA - STARSTRUCK SHOWCASE	01-5800		3,500.00
85285341	12/14/2012	CATA CONFERENCE	01-5200		190.00
85285342	12/14/2012	COASTAL ENTERPRISES	01-4300		752.57
85285343	12/14/2012	CROWN AWARDS	01-4300	24.70	
		Unpaid Sales Tax		.99-	23.71
85285344	12/14/2012	FLORA FRESH, INC.	01-4300		216.23
85285345	12/14/2012	GBC TECHNICAL SERVICE & ACCO BRANDS USA LLC	01-5800		415.00
85285346	12/14/2012	HANDWRITING WITHOUT TEARS	01-4100	90.86	
		Unpaid Sales Tax		5.61-	85.25
85285347	12/14/2012	HIGHSMITH INC	01-4300		126.38
85285348	12/14/2012	LINDA NICHOLS-PLOWMAN - DBA INTERACTIVE MEDIA PUBLISHING	01-4300	195.82	
		Unpaid Sales Tax		11.31-	184.51
85285349	12/14/2012	OFFICE DEPOT	01-4300	271.19	
			11-4300	78.77	349.96
85285350	12/14/2012	PCOE	01-4300		52.50
85285351	12/14/2012	PHIL TULGA	01-5800		500.00
85285352	12/14/2012	PLACER UNION HIGH SCHOOL DIST.	01-5200		120.00
85285353	12/14/2012	PLATO INC.	01-4300		4,718.00
85285354	12/14/2012	RAY MORGAN CO. / CHICO	01-4300	102.51	
			01-5600	185.95	
			01-5800	741.07	1,029.53
85285355	12/14/2012	RISO PRODUCTS OF SAC INC	01-4300	263.17	
			01-4400	3,212.14	3,475.31
85285356	12/14/2012	SACRAMENTO MACHINERY COMPANY	01-4400		3,442.62
85285357	12/14/2012	SCANTRON CORPORATION	01-4300		149.69
85285358	12/14/2012	SIERRA HAY & FEED	01-4300		76.58
85285359	12/14/2012	SIERRA SAFETY COMPANY INC	01-4300		622.48
85285360	12/14/2012	STAPLES ADVANTAGE	01-4300		1,198.84
85285361	12/14/2012	WESTERN BLUE AN NWN COMPANY	01-4300		316.39

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.

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Checks Dated 12/14/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
Total Number of Checks				35	34,468.73

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	34	34,362.87
11	Adult Education Fund	1	78.77
12	Child Development Fund	1	45.00
Total Number of Checks		35	34,486.64
Less Unpaid Sales Tax Liability			17.91-
Net (Check Amount)			34,468.73

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.

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Checks Dated 12/12/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85284501	12/12/2012	Tammy J. Forrest	01-4300		66.56
85284502	12/12/2012	James M. Houck	01-5200		33.30
85284503	12/12/2012	Gregg Law	01-5200		31.09
85284504	12/12/2012	Deborah J. McKinnon	01-5200		28.86
85284505	12/12/2012	ANDREGG GEOMATICS	21-5800		1,620.00
85284506	12/12/2012	BRCO CONSTRUCTION, INC.	14-5600		11,400.00
85284507	12/12/2012	CRAM-A-LOT JV MANUFACTURING, INC.	01-4300		147.80
85284508	12/12/2012	ECONOMIC & PLANNING SYS. INC.	49-5800		735.00
85284509	12/12/2012	FEIST EDUCATION CONSULTING	25-5800		1,034.37
85284510	12/12/2012	Flex-Plan Services, Inc.	01-5800		209.00
85284511	12/12/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		1,103.23
85284512	12/12/2012	FOLLETT LIBRARY RESOURCES	01-4100		6,925.65
85284513	12/12/2012	GUTIERREZ LAW GROUP	01-5810		4,102.00
85284514	12/12/2012	HANDWRITING WITHOUT TEARS	01-4100	4,288.52	
		Unpaid Sales Tax		265.15-	4,023.37
85284515	12/12/2012	HARCOURT INC HOUGHTON MIFFLIN COMPANIES LLC	01-4100		1,129.49
85284516	12/12/2012	HOUGHTON MIFFLIN COMPANY	01-4100		1,786.43
85284517	12/12/2012	INTEGRATED FIRE SYSTEMS INC	01-5600		337.50
85284518	12/12/2012	JANE JOHNSON	01-5800		6,198.75
85284519	12/12/2012	KENNEDY PLUMBING CORP.	01-5600		1,144.15
85284520	12/12/2012	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		1,201.75
85284521	12/12/2012	LAGUNA PHYSICAL THERAPY & HAND REHABILITATION	01-5800		365.75
85284522	12/12/2012	LANDMARK CONSTRUCTION	40-5800		2,000.00
85284523	12/12/2012	LOZANO SMITH ATTNYS AT LAW INC	21-5810	1,270.00	
			25-5810	16,071.50	17,341.50
85284524	12/12/2012	LUIS FRASER DBA-DON'T TREAD ON ME REPTILE REMOVAL	01-5800		150.00
85284525	12/12/2012	MCGRAW-HILL	01-4100		734.36
85284526	12/12/2012	MEDICAB OF SACRAMENTO/SIERRA	01-5800		768.00
85284527	12/12/2012	MELINDA TANTON-BRECHTEL DBA: TEENY TOTS THERAPY	01-5800		5,985.00
85284528	12/12/2012	PLACER LEARNING CENTER	01-5800		23,658.39
85284529	12/12/2012	PLATT ELECTRIC SUPPLY, INC.	01-4300		194.68
85284530	12/12/2012	PLUMBMASTER INC.	01-4300		444.47
85284531	12/12/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		3,817.03
85284532	12/12/2012	SAC VAL JANITORIAL SALES	01-4300		23.06
85284533	12/12/2012	SIG EMPLOYEE BENEFITS TRUST	76-9554		590,556.90
85284534	12/12/2012	TEACHER'S DISCOVERY	01-4100	94.94	
		Unpaid Sales Tax		5.64-	89.30
85284535	12/12/2012	TROXELL COMMUNICATIONS	01-4400		2,647.00
85284536	12/12/2012	WILCO SUPPLY	01-4300		114.71
Total Number of Checks				36	692,148.45

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.

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Checks Dated 12/12/2012

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

Fund	Description	Check Count	Expensed Amount
01	General Fund	29	67,731.47
14	Deferred Maintenance Fund	1	11,400.00
21	Building Fund #1	2	2,890.00
25	Capital Facilities Fund	2	17,105.87
40	Spec Res For Capital Outlay	1	2,000.00
49	Mello Roos Capital Projects	1	735.00
76	Payroll Fund	1	590,556.90
Total Number of Checks		36	692,419.24
Less Unpaid Sales Tax Liability			270.79-
Net (Check Amount)			<u>692,148.45</u>

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.

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Checks Dated 12/07/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85283702	12/07/2012	CITY OF LINCOLN / PG&E REIMB	01-5510		425.62
85283703	12/07/2012	PACIFIC GAS & ELECTRIC CO	01-5510		6,385.15
85283704	12/07/2012	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85283705	12/07/2012	Conni B. London	01-5200		285.05
85283706	12/07/2012	Curtis D. Stizzo	01-5200		214.22
85283707	12/07/2012	C & S TELECOMMUNICATIONS INC	01-5600	200.00	
			01-5800	250.00	450.00
85283708	12/07/2012	CAPITOL CLUTCH AND BRAKE INC	01-4365		859.95
85283709	12/07/2012	CITRUS HEIGHTS SAW & MOWER	01-4365		16.78
85283710	12/07/2012	CPM EDUCATIONAL PROGRAM	01-4100		769.44
85283711	12/07/2012	DAWSON OIL COMPANY	01-4345		32,023.32
85283712	12/07/2012	DELTA EDUCATION INC	01-4100		1,007.35
85283713	12/07/2012	FOLLETT EDUCATIONAL SERVICES	01-4100		188.23
85283714	12/07/2012	GRAINGER .	01-4300		612.33
85283715	12/07/2012	HANDWRITING WITHOUT TEARS	01-4100	136.30	
			Unpaid Sales Tax	8.42-	127.88
85283716	12/07/2012	HOUGHTON MIFFLIN COMPANY	01-4100		442.72
85283717	12/07/2012	J & J SCREEN & GLASS	01-5600		178.19
85283718	12/07/2012	KEY DATA SYSTEMS	01-5800		600.00
85283719	12/07/2012	KHAVARIAN ENTERPRISES DBA VISION COMMUNICATIONS	01-4300	2,064.99	
			01-5800	991.65	3,056.64
85283720	12/07/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		12,990.38
85283721	12/07/2012	LEARNING SOLUTIONS INC	01-5800		8,460.99
85283722	12/07/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		4,415.78
85283723	12/07/2012	MEDICAL BILLING TECHNOLOGIES	01-5800		1,226.06
85283724	12/07/2012	MICHAEL W. WHITNEY DBA SAAVAHEART EDUCATION	01-5800		405.00
85283725	12/07/2012	PEARSON SCOTT FORSEMAN	01-4100		4.26
85283726	12/07/2012	PLACER COUNTY SELPA	01-5200		75.00
85283727	12/07/2012	Placer Union High School Dist	01-5200		120.00
85283728	12/07/2012	PREFERRED PLUMBING & DRAIN	01-5800		525.00
85283729	12/07/2012	RAPID ROOTER	01-5800		500.00
85283730	12/07/2012	SIERRA OFFICE SUPPLIES &	01-4300		152.99
85283731	12/07/2012	THEODORE C. HRONES DBA - METRO SUPPLY	01-4300		150.84
85283732	12/07/2012	TOTAL EDUCATION SOLUTIONS	01-5800		488.75
85283733	12/07/2012	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85283734	12/07/2012	WESTERN BLUE AN NWN COMPANY	01-5800		667.13
85283735	12/07/2012	WILSON WAY TIRE CO. INC.	01-4360		2,996.73
85283736	12/07/2012	"DANIELSEN COMPANY, THE"	13-4380	473.35	
			13-4710	3,273.63	
			Unpaid Sales Tax	8.47-	3,738.51
85283737	12/07/2012	CROWN DISTRIBUTING INC.	13-4380		710.27
85283738	12/07/2012	ED JONES FOOD SERVICE	13-4710		4,344.51
85283739	12/07/2012	OLD TOWN PIZZA	13-4710		4,378.75

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.

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Checks Dated 12/07/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85283740	12/07/2012	PROPACIFIC FRESH	13-4710		949.25
85283741	12/07/2012	SARA LEE	13-4710		590.58
85283742	12/07/2012	SEVEN UP BOTTLING CO OF SF	13-4710		192.49
85283743	12/07/2012	SYSCO SACRAMENTO	13-4380	300.28	
			13-4710	811.98	1,112.26
85283744	12/07/2012	VENDMART OF SACRAMENTO	13-4710		785.69
85283745	12/07/2012	WPUSD PETTY CASH FUND	01-4300	118.00	
			01-5300	23.45	
			13-4710	300.00	441.45
85283746	12/07/2012	Kelly J. Kornacki-Castillo	01-5800		99.00
85283747	12/07/2012	APPLE INC.	01-4300		1,301.78
85283748	12/07/2012	CALTRONICS BUSINESS SYSTEMS	01-5600		69.50
85283749	12/07/2012	CLASSROOM DIRECT.COM	01-4300		101.50
85283750	12/07/2012	DEMCO MEDIA	01-4300		283.56
85283751	12/07/2012	DINN BROS., INC.	01-4300	197.65	
			Unpaid Sales Tax	11.40-	186.25
85283752	12/07/2012	DISCOUNT SCHOOL SUPPLY	12-4300		977.17
85283753	12/07/2012	ESGI - EDUCATIONAL SOFTWARE FOR GUIDING INSTRUCTION	01-5800		149.00
85283754	12/07/2012	FITNESS FINDERS	01-4300	593.89	
			Unpaid Sales Tax	37.65-	556.24
85283755	12/07/2012	FOLLETT LIBRARY RESOURCES	01-4200		1,614.70
85283756	12/07/2012	HOME DEPOT	12-4300		93.60
85283757	12/07/2012	LAKESHORE LEARNING MATERIALS	12-4300		864.83
85283758	12/07/2012	NATIONAL CENTER FOR FATHERING INC DBA WATCH DOGS	01-4300	225.18	
			Unpaid Sales Tax	15.22-	209.96
85283759	12/07/2012	NORTHERN ENERGY	01-4300		83.04
85283760	12/07/2012	OFFICE DEPOT	01-4300	398.69	
			11-4300	37.64	
			12-4300	21.66	457.99
85283761	12/07/2012	PLACER UNION HIGH SCHOOL DIST.	01-5200		160.00
85283762	12/07/2012	POSITIVE PROMOTIONS	01-4300	451.45	
			Unpaid Sales Tax	27.79-	423.66
85283763	12/07/2012	RAY MORGAN CO. / CHICO	01-4300		594.42
85283764	12/07/2012	RISO PRODUCTS OF SAC INC	01-5600		1,350.00
85283765	12/07/2012	SAFEWAY INC	01-4300		17.14
85283766	12/07/2012	SCHOLASTIC MAGAZINE	01-4300		143.55
85283767	12/07/2012	SEE'S CANDY	01-4300		3,528.96
85283768	12/07/2012	STAPLES ADVANTAGE	01-4300	3,172.18	
			13-4300	82.05	3,254.23
85283769	12/07/2012	TEACHER DIRECT	01-4300	65.74	
			Unpaid Sales Tax	4.44-	61.30
85283770	12/07/2012	TEACHER DISCOUNT	12-4300		438.94
85283771	12/07/2012	THEATREWORKS/USA BOX OFFICE	01-5800		1,120.00
85283772	12/07/2012	US BANK BUSINESS EQUIPMENT	01-5600		492.00
85283773	12/07/2012	WESTERN BLUE AN NWN COMPANY	01-4300		70.79

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.

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Checks Dated 12/07/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
Total Number of Checks				72	118,677.78

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	58	97,589.50
11	Adult Education Fund	1	37.64
12	Child Development Fund	5	2,396.20
13	Cafeteria Fund	11	17,192.83
49	Mello Roos Capital Projects	1	1,575.00
Total Number of Checks		72	118,791.17
Less Unpaid Sales Tax Liability			113.39
Net (Check Amount)			118,677.78

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.

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Checks Dated 11/30/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85282305	11/30/2012	CITY OF LINCOLN	01-5540	4,356.37	
			01-5550	12,928.54	
			01-5570	19,117.93	36,402.84
85282306	11/30/2012	CITY OF LINCOLN / PG&E REIMB	01-5510		2,912.04
85282307	11/30/2012	PACIFIC GAS & ELECTRIC CO	01-5510		13,700.97
85282308	11/30/2012	VERIZON WIRELESS	01-5560	1,191.15	
			13-5560	39.71	
			21-5560	39.71	1,270.57
85282309	11/30/2012	WAVE BROADBAND	01-5560		55.95
85282310	11/30/2012	Rosie A. Kirkland	01-5200		17.04
85282311	11/30/2012	"DANIELSEN COMPANY, THE"	13-4380	264.67	
			13-4710	3,913.97	
			Unpaid Sales Tax	1.89-	4,176.75
85282312	11/30/2012	CROWN DISTRIBUTING INC.	13-4380		509.67
85282313	11/30/2012	DISCOUNT SCHOOL SUPPLY	01-4300		81.20
85282314	11/30/2012	ED JONES FOOD SERVICE	13-4710		5,131.86
85282315	11/30/2012	OLD TOWN PIZZA	13-4710		2,813.25
85282316	11/30/2012	PROPACIFIC FRESH	13-4710		367.65
85282317	11/30/2012	PROVOCRAFT DBA CREATIVE XPRESS	01-4300	279.78	
			Unpaid Sales Tax	18.91-	260.87
85282318	11/30/2012	RAY MORGAN CO. / CHICO	13-4300		135.70
85282319	11/30/2012	SARA LEE	13-4710		699.38
85282320	11/30/2012	SYSCO SACRAMENTO	13-4380	984.58	
			13-4710	1,743.68	2,728.26
85282321	11/30/2012	TARGET BANK	01-4300		229.08
85282322	11/30/2012	VALLEJO CITY UNIFIED SD SLIC CO-OP LEAD DIST STU NUTRITION	13-5800		142.40
85282323	11/30/2012	VENDMART OF SACRAMENTO	13-4710		1,253.23
85282324	11/30/2012	Rosa E. Castro	12-4300		22.33
85282325	11/30/2012	Jeffrey T. Dardis	13-4300	79.28	
			13-5200	91.02	170.30
85282326	11/30/2012	Margaret M. Hamrick	01-4300		101.85
85282327	11/30/2012	Elizabeth A. Hexberg	12-4300		7.27
85282328	11/30/2012	Dena Lucas	01-4300		44.40
85282329	11/30/2012	AIM FUNDRAISING	01-4300		276.19
85282330	11/30/2012	AIRGAS	01-4300		507.87
85282331	11/30/2012	APPERSON INC.	01-4300		80.76
85282332	11/30/2012	ASILOMAR MATH CONFERENCE	01-4300		170.00
85282333	11/30/2012	BANK OF AMERICA #3024	01-4300	594.57	
			01-5200	121.50	
			01-5800	8.52	724.59
85282334	11/30/2012	BEST BUY FOR BUSINESS	01-4300		160.82
85282335	11/30/2012	BIO CORPORATION	01-4300	126.21	
			Unpaid Sales Tax	7.25-	118.96
85282336	11/30/2012	BULBMAN - SACRAMENTO	01-4300		407.08
85282337	11/30/2012	CALTRONICS BUSINESS SYSTEMS	01-5600		406.84
85282338	11/30/2012	CAPSTONE	01-5800		895.00

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.

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5.2.11

Checks Dated 11/30/2012					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85282339	11/30/2012	CLASSROOM DIRECT.COM	01-4300		95.12
85282340	11/30/2012	CTAP REGION 3	01-4300		3,000.00
85282341	11/30/2012	DE LAGE LANDEN	01-5600		319.61
85282342	11/30/2012	ERICS X PRESS	01-4300		270.28
85282343	11/30/2012	FOLLETT LIBRARY RESOURCES	01-4200		1,511.30
85282344	11/30/2012	LAKESHORE LEARNING MATERIALS	01-4300		33.42
85282345	11/30/2012	LAMINATION DEPOT	11-4300		68.16
85282346	11/30/2012	LEGO EDUCATION	01-4400		6,818.80
85282347	11/30/2012	LIBRARY VIDEO COMPANY	01-4300		28.35
85282348	11/30/2012	LINCOLN ACE HARDWARE / AG	01-4300		11.56
85282349	11/30/2012	LINGUI SYSTEMS INC	01-4300	77.13	
			Unpaid Sales Tax	5.21-	71.92
85282350	11/30/2012	MACGILL & COMPANY	01-4300		51.59
85282351	11/30/2012	NASCO MODESTO	01-4300		77.84
85282352	11/30/2012	OFFICE DEPOT	01-4300		113.52
85282353	11/30/2012	PACIFIC ENVIRONMENTAL	01-5800		3,505.00
85282354	11/30/2012	PCOE	01-5200		100.00
85282355	11/30/2012	PITNEY BOWES CREDIT CORP	01-4300	237.09	
			01-5600	118.56	355.65
85282356	11/30/2012	PLACER UNION HIGH SCHOOL DIST.	01-5200		40.00
85282357	11/30/2012	RAY MORGAN CO. / CHICO	01-4300		83.22
85282358	11/30/2012	REALLY GOOD STUFF	01-4300	262.94	
			Unpaid Sales Tax	15.85-	247.09
85282359	11/30/2012	RECOLOGY FMRLY AUBURN	01-4300		135.00
		PLACER DISPOSAL			
85282360	11/30/2012	RIEBES AUTO PARTS	01-4300	745.97	
			01-4365	74.13	820.10
85282361	11/30/2012	RISO PRODUCTS OF SAC INC	01-4300		2,847.76
85282362	11/30/2012	SAFeway INC	01-4300		136.82
85282363	11/30/2012	SCHOLASTIC BOOKS	12-4300		70.00
85282364	11/30/2012	SCHOOL SPECIALTY INC	01-4300	184.09	
			11-4300	443.73	627.82
85282365	11/30/2012	SIERRA OFFICE SUPPLIES &	01-4300		71.21
85282366	11/30/2012	SIERRA SAFETY COMPANY INC	01-4300		137.28
85282367	11/30/2012	STAPLES ADVANTAGE	01-4300		712.63
85282368	11/30/2012	SUPER DUPER SCHOOL COMPANY	01-4300	80.33	
			Unpaid Sales Tax	5.43-	74.90
85282369	11/30/2012	TROXELL COMMUNICATIONS	01-4400		588.81
85282370	11/30/2012	VERIZON WIRELESS	01-4300		228.06
85282371	11/30/2012	WESTERN BLUE AN NWN COMPANY	01-4300		58.99
85282372	11/30/2012	Puja Markus Brooks	01-4100		75.00
85282373	11/30/2012	Mary V. Boyle	01-4300		224.52
85282374	11/30/2012	Mayela Cerda-Martinez	01-4300		77.20
85282375	11/30/2012	Reannon M. Haight	01-4300		10.77
85282376	11/30/2012	ACHIEVEMENT PRODUCTS FOR CHILDREN	01-4300		200.31
85282377	11/30/2012	AIRGAS	01-4300		15.81

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.

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5.2.12

Checks Dated 11/30/2012

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85282378	11/30/2012	CAPITOL PUBLIC FINANCE GROUP	25-5800		6,150.00
85282379	11/30/2012	CLEVERBRIDGE, INC.	01-4300		299.00
85282380	11/30/2012	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		3,062.50
85282381	11/30/2012	DELL	01-4300		117.96
85282382	11/30/2012	DELTA EDUCATION INC	01-4100		671.32
85282383	11/30/2012	ECONOMIC & PLANNING SYS. INC.	25-5800		2,286.25
85282384	11/30/2012	GRAINGER .	01-4300		1,926.57
85282385	11/30/2012	HOME DEPOT	01-4300		1,971.05
85282386	11/30/2012	JABBERGYM INC.	01-5800		3,847.50
85282387	11/30/2012	JUSTIN SHOOK	01-5800		266.40
85282388	11/30/2012	KELPRO SECURITY	01-5800		1,650.00
85282389	11/30/2012	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		1,420.25
85282390	11/30/2012	KRONICK MOSKOVITZ TIEDEMANN	01-5810		863.17
85282391	11/30/2012	LANGUAGE LINE SERVICES	01-5800		133.68
85282392	11/30/2012	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		16,568.14
85282393	11/30/2012	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,754.50
85282394	11/30/2012	PCOE	01-5800		4,875.00
85282395	11/30/2012	PLACER COUNTY SELPA	01-5200	25.00	
			01-5800	2,742.92	2,767.92
85282396	11/30/2012	RAY MORGAN CO. / CHICO	01-5600		169.33
85282397	11/30/2012	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		1,310.82
85282398	11/30/2012	REHABMART, LLC	01-4300	217.06	
			Unpaid Sales Tax	14.06-	203.00
85282399	11/30/2012	RELIANCE COMMUNICATIONS	01-5800		12,853.80
85282400	11/30/2012	RIEBES AUTO PARTS	01-4365		2,658.63
85282401	11/30/2012	RIVERSIDE PUBLISHING COMPANY HOUGHTON MIFFLIN HARCOURT	01-4300		382.24
85282402	11/30/2012	RSD - REFRIGERATION SUPPLIES	01-4300		673.89
85282403	11/30/2012	SAC VAL JANITORIAL SALES	01-4300		3,064.36
85282404	11/30/2012	SIERRA OFFICE SUPPLIES &	01-4300		130.83
85282405	11/30/2012	STATE OF CALIFORNIA	01-5821		128.00
85282406	11/30/2012	SUNCAL LINCOLN CROSSING LLC	21-6100		25,000.00
85282407	11/30/2012	TRACY COSTA	01-5800		147.97
85282408	11/30/2012	TROXELL COMMUNICATIONS	01-4400		1,177.61
85282409	11/30/2012	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85282410	11/30/2012	WESTERN BLUE AN NWN COMPANY	01-4300		622.98
85282411	11/30/2012	WILCO SUPPLY	01-4300		114.71
85282412	11/30/2012	ZEP SALES & SERVICE	01-4300		192.69
Total Number of Checks			108		201,935.46

Fund Summary

Fund	Description	Check Count	Expensed Amount
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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.

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5,213

Checks Dated 11/30/2012

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

Fund	Description	Check Count	Expensed Amount
01	General Fund	89	148,171.56
11	Adult Education Fund	2	511.89
12	Child Development Fund	3	99.60
13	Cafeteria Fund	12	18,170.05
21	Building Fund #1	2	25,039.71
25	Capital Facilities Fund	2	8,436.25
49	Mello Roos Capital Projects	1	1,575.00
Total Number of Checks		108	202,004.06
Less Unpaid Sales Tax Liability			68.60-
Net (Check Amount)			201,935.46

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.

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5.2.14

**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:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Ryan Davis
Director, Human Services



ENCLOSURES:

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

January 15, 2013

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 15, 2013

CLASSIFIED/MANAGEMENT

NEW POSTIONS

- | | |
|---|--|
| 1. Name: Denise Alves
Position: Intervention Services Provider
Salary: CSEA, Range 20, Step A
Hours: 3 Hours/5 Days a week
Days: 10 Months/Year | Effective: 12/19/12
Site: Twelve Bridges Middle
Funding: Categorical
Replacement Position |
| 2. Name: Jamie Johnson
Position: LVN/Paraprofessional Aide
Salary: CSEA, Range 28, Step A
Hours: 6 Hours/4 Days a week
Days: 10 Months/Year | Effective: 12/20/12
Site: Carlin C. Coppin Elementary
Funding: Categorical |
| 3. Name: Tiffany McGuire
Position: Intervention Services Provider
Salary: CSEA, Range 20, Step A
Hours: 2 Hours/5 Days a week
Days: 10 Months/Year | Effective: 12/17/12
Site: Carlin C. Coppin Elementary
Funding: Categorical |

ADDITIONAL POSITION

1. **Name:** Maria DeSantiago
 Position: Grant Funded Inst. Aide
 Site: First Street School
 Hours: 1.5 Hours/5 Days a week
 Days: 10 Months/Year
 Effective: 1/7/13
 Replacement Position

RESIGNATIONS

1. **Name:** Helen Foster
 Position: Campus/Café Supervisor
 Site: Creekside Oaks Elementary
 Hours: 1.75 Hours/5 days a week
 Effective: 1/31/13

5.3.1

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

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

DISTRICT GLOBAL GOALS

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
Director of Human Services



ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Categorical/General

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

5.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

January 15, 2013

CERTIFICATED/MANAGEMENT

REQUEST FOR MATERNITY/CHILD REARING LEAVE:

1.	Name:	Shavaun Davies
	Position:	1st Grade Teacher
	FTE:	1.0
	Effective Date:	April 1, 2013
	Site:	Twelve Bridges Elementary

5.4.1

**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:

Williams Uniform Quarterly
Complaint Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 15, 2013

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.

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: 1/15/13

☒ 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

1/9/13

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

5.5.1

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

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
DISTRICT GLOBAL GOALS	
<ol style="list-style-type: none">1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students2. Foster a safe, caring environment where individual differences are valued and respected.3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.5. Promote student health and nutrition in order to enhance readiness for learning.	

SUBJECT:

Student Discipline
Stipulated Expulsion Student #12-13-N
12-13-O

AGENDA ITEM AREA:

Consent Session

REQUESTED BY:

Michael Doherty
District Hearing Officer

ENCLOSURES:

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Student #12-13-N
12-13-O

RECOMMENDATION:

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

**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:

Ratification of Professional Services Authorization with LPA, Inc. for architectural work on reconstruction at Twelve Bridges Middle School due to Water Damage

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Heather Steer, Facilities Coordinator

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Insurance Reimbursements

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached Professional Services Authorization is with LPA, Inc. for Architectural and Engineering services on the reconstruction of the water damaged areas within the Twelve Bridges Middle School Multi-Purpose Room.

The Board approved a Master Agreement of Services with LPA in May of 2009.

All expenses related to this reconstruction are being submitted to our insurance representatives so that the costs can be reimbursed to the District.

RECOMMENDATION:

Board of Trustees ratify agreement with LPA, Inc.

5.7

PROFESSIONAL SERVICES AUTHORIZATION

Client: Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

Attn: Heather Steer
Email: hsteer@wpusd.k12.ca.us
Phone: (916) 645-5100 Fax:

Project No.: 12143.10 Date: December 6, 2012
Project: Twelve Bridges Middle School Water Damage
Location: Lincoln PSA No.: 0
Office: Roseville Issued By: Steve Newsom
Client Contract: Heather Steer LPA PIC: Jon Mills
Client Job No.: License #: C21169
LPA Contracts: Donna Meyer LPA PM: Steve Newsom

Execution of this document will confirm your request for professional services. Please refer to the 'Terms and Conditions' on the back of this form for additional information. The 'Terms & Conditions' are a part of this Agreement. The Project is generally described as:

Twelve Bridges Middle School Water Damage located within the Western Placer Unified School District

LPA will provide: ☒ New Services ☐ Additional Services ☐ Revised Scope of Services

Services shall include:

Cost estimating, documentation & DSA processing of Multi-purpose Building water damage.

Services shall commence upon receipt of a signed copy of this document and a retainer in the amount of **\$0.00** and shall be completed:

Pursuant to project schedule.

LPA shall be compensated for these services as indicated below. Unless otherwise noted below, neither Consultant Costs nor Project Expenses are included in the LPA fee and shall be reimbursed to LPA per the 'Terms and Conditions' shown on the reverse side of this authorization. The 'Terms and Conditions' are a part of this Agreement.

Fee:	Est. Hourly Fee (rates attached)	\$15,000.00
Reimbursable Expenses:	Maximum	\$200.00

The following consultants shall provide services for this scope of services:

Special Conditions:

- 1) Bidding and Construction Administration phase services are excluded, and subject to future negotiation should such service be requested of LPA.
- 2) District agrees to negotiate and execute a full service contract prior to DSA submittal of project.

Contract Status:	Services:	Expenses:	Contract Total:
Original Contract Amount:	\$0.00	\$0.00	\$0.00
Total of Previous Addenda:	\$0.00	\$0.00	\$0.00
Previous Totals:	\$0.00	\$0.00	\$0.00
This PSA Amount:	\$15,000.00	\$200.00	\$15,200.00
New Fee Totals:	\$15,000.00	\$200.00	\$15,200.00

Client Authorized Signature _____ Date _____

LPA Authorized Signature _____ Date _____

Jon S. Mills, AIA, LEED® AP, Principal

Please return one fully executed copy to LPA, Inc. at: 5161 California Avenue, Suite 100, Irvine, CA 92617

Tel: 949.261.1001 Fax: 949.260.1190

5.7.1

TERMS AND CONDITIONS OF AGREEMENT

The following terms and conditions shall be applicable to the scope of services described in this 'Professional Services Authorization' (PSA) and may only be amended, superseded or replaced by a writing signed by both of the Parties to this PSA. If the proposed services described in this PSA are additional services to an existing prime Owner/Architect Agreement, ("Prime Contract") the terms and conditions of the Prime Contract shall be included herein and shall prevail if in conflict with the terms hereof or unless otherwise modified as a Special Condition of this PSA.

1. LPA, INC. ("LPA") shall provide Owner with monthly invoices accurately reflecting current expenditures of professional time and reimbursable expenses. Each invoice shall be due and payable upon receipt and delinquent thirty (30) days after date of issuance. In the event of delinquency, a service charge of 1.5% per month will be assessed. LPA reserves its right to stop the work, as outlined in this PSA, at any time without notice, due to delinquency and receive an automatic extension of the project completion date equal to the period of stoppage. In the event of stoppage of work, due to delinquent payment, LPA shall have no liability to Owner for delay and/or damage caused the Owner because of such a stoppage. LPA shall be entitled to a security interest in the Project's Property and Owner shall execute all documents and take all other steps reasonably necessary to perfect said security interest. Upon default by Owner, LPA may file a notice of lis pendens concerning the property and notify all potentially interested parties of its interest herein in said property. No deductions shall be made from the compensation to LPA on account of problems or losses for which LPA has not been held legally liable.
2. All project expenses shall be reimbursed to LPA by the Owner at a multiple of 1.10. Project expenses include, but are not necessarily limited to, all normal costs involving models, renderings, document reproduction, plotting, deliveries, mileage, and approved travel. Unless otherwise agreed to in writing, all governmental taxes and fees will be paid directly by the Client. These taxes and fees are separate and are not a part of LPA's reimbursable allowance. Unless specifically noted as being included in a 'stipulated sum', all consultant fees shall be subject to a multiple of 1.25.
3. LPA shall be responsible for only the professional services provided by it and/or its subconsultants. In particular, and without limitation, LPA shall not be responsible for delays beyond its reasonable control, for inaccurate information provided to it by Owner, Owner's Consultants or other reasonable reliable sources, for site conditions of which it was not informed, for Owner's finish materials and equipment decisions, for the action or inaction of governmental agencies or for any failures of the Project's contractors and material suppliers.
4. To the extent that LPA is required to provide Construction Administration services pursuant to this PSA, it is understood that LPA shall not have control over or charge of and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the Work, since these are solely the Contractor's responsibility under the Contract for Construction. LPA shall not be responsible for the Contractor's schedules or failure to carry out the Work in accordance with the Contract Documents. LPA shall not have control over or charge of acts or omissions of the Contractor, Subcontractors, or their agents or employees, or of any other persons performing portions of the Work.
5. Because of the importance of a good working relationship between LPA and Owner, neither party may assign this PSA without the written consent of the other and either party may terminate this PSA by giving at least five (5) days written notice to the other at the addresses on the reverse of this sheet, provided only that such notice is given in the good faith belief that the working relationship is less than satisfactory.
6. If at any time either party should default and materially breach this PSA, then the non-defaulting Party shall notify the defaulting party in writing setting forth clearly what must be done to cure that breach and thereafter the defaulting party shall have fourteen (14) calendar days from the date of the notice of default to cure the default.
7. The Drawings, Specifications and other documents prepared by LPA for this Project are instruments of LPA's service of the Architect for use solely with respect to this Project and, unless otherwise provided, LPA shall be deemed the author of these documents and shall retain all common law, statutory and other reserved rights, including any copyrights.
8. Because of the disparity between LPA's fee and potential civil liability concerning the Project, Owner shall limit LPA's actual or alleged aggregate civil liability concerning or arising out of the Project and that of LPA's principals, employees and subconsultants to Owner and whatever other parties are involved with the Project not to exceed \$50,000 or the amount of LPA's fee, whichever is less.
9. Neither the Owner nor any of the Owner's consultants nor contractors nor any of the Owner's contractors' subcontractors shall make a claim against LPA unless the Owner has first provided LPA with a written certification executed by an independent Design Professional currently practicing in the same discipline as LPA and licensed in the State of California. This certification shall: 1) identify the name and license number of the certifier; 2) specify each and every act or omission that the certifier contends is a violation of the standard of care expected of an architect performing professional services under similar circumstances; and 3) state in complete detail the basis for the certifier's opinion that each such act or omission constitutes such a violation. This certificate shall be provided to LPA not less than thirty (30) days prior to the presentation of any claim or the initiation of any arbitration or judicial proceeding.
10. It is recognized that neither the Architect nor the Owner have control over changing inflation factors affecting the cost of labor, materials and equipment utilized by the Architect and accordingly the Architect shall be entitled to renegotiate its quoted fees if there is an inflationary increase following the execution of this PSA and the Project is not commenced within 120 days from the date of this PSA or is delayed by the Owner for a period of more than 120 days through no fault of the Architect.
11. It is the declared policy of LPA to afford equal opportunity for employment to individuals without regard to race, religion, color, national origin or ancestry, handicap, medical condition, Veteran status, marital status, sex or age; except where sex or age is a bona fide occupational requirement and the Owner shall provide a safe and harassment-free workplace environment while LPA's employees are on the job site.

BASIC HOURLY RATE SCHEDULE

Principal	\$195.00
Senior Project Director	\$175.00
Project Director	\$155.00
Senior Project Manager	\$145.00
Managing Professional	\$135.00
Senior Professional	\$120.00
Professional	\$110.00
Professional Staff	\$100.00
Intermediate Staff	\$90.00
Staff	\$80.00
Support Specialist	\$70.00
Clerical Staff	\$65.00
Intern	\$55.00

NOTE: These rates became effective January 1, 2008 and are subject to change annually.

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 15, 2013

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.

5.8

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER
TREASURER'S POOLED INVESTMENT REPORT

For the Month of OCTOBER 31, 2012

5.8.1

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, 2012

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 1,564 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by \$ 175,171,394.17 in cash and investments maturing in the next 180 days.

5.8.2



General Fund
Portfolio Management
Portfolio Summary
October 31, 2012

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	70,000,000.00	71,644,500.00	70,495,733.24	8.50	1,413	464	1.600	1.623
Federal Agency Coupons	270,000,000.00	270,919,955.55	270,085,172.74	32.55	1,744	1,471	1.349	1.368
Medium Term Notes	246,985,000.00	248,305,664.88	246,557,212.99	29.71	1,448	907	2.199	2.230
Negotiable Certificates of Deposit	70,000,000.00	70,006,700.00	70,009,217.34	8.44	262	133	0.546	0.553
Municipal Bonds	3,000,000.00	3,000,000.00	3,000,000.00	0.36	214	171	0.400	0.408
PFA - HELICOPTER	888,442.55	888,442.55	888,442.55	0.11	2,559	1,257	2.442	2.476
Local Agency GO Bond	65,000.00	65,000.00	65,000.00	0.01	1,468	242	0.492	0.499
Local Agency Bonds	75,366,807.00	75,366,807.00	75,366,807.00	9.08	10,778	8,404	3.488	3.536
Rolling Repurchase Agreements - 2	92,338,056.92	92,338,056.92	92,338,056.92	11.13	1	1	0.152	0.154
mPower Placer	990,894.25	990,894.25	990,894.25	0.12	1	1	3.452	3.500
	829,634,200.72	833,526,021.15	829,776,537.03	100.00%	2,123	1,564	1.616	1.639

Investments

Cash								
Passbook/Checking (not included in yield calculations)	54,556,621.31	54,556,621.31	54,556,621.31		1	1	0.000	0.000
Total Cash and Investments	884,190,822.03	888,082,642.46	884,333,158.34		2,123	1,564	1.616	1.639

Total Earnings	October 31 Month Ending	Fiscal Year To Date
Current Year	1,178,960.71	5,490,463.31
Average Daily Balance	891,848,342.52	918,228,035.25
Effective Rate of Return	1.56%	1.77%

Kimberly Hawley
KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

Reporting period 10/01/2012-10/31/2012
Data Updated: FUNDSNAP: 11/01/2012 11:59
Run Date: 11/01/2012 - 12:00

Portfolio PLCR
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Report Ver. 7.3.3

General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2012

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
U.S. Treasury Coupons										
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,146,500.00	10,016,306.78	3.125	2.732	180 04/30/2013
912828LX6	09302	U. S. TREASURY COUPON		12/01/2009	10,000,000.00	10,004,300.00	10,001,093.75	1.375	1.069	14 11/15/2012
912828LX6	09311	U. S. TREASURY COUPON		12/10/2009	10,000,000.00	10,004,300.00	10,000,531.05	1.375	1.216	14 11/15/2012
912828JD3	09394	U. S. TREASURY COUPON		03/30/2010	10,000,000.00	10,210,500.00	10,102,898.88	3.375	1.742	241 06/30/2013
912828PJ3	10046	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,298,100.00	9,936,451.48	1.375	1.569	1,124 11/30/2015
912828PJ3	10047	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,298,100.00	9,919,120.07	1.375	1.627	1,124 11/30/2015
912828CJ7	10063	U. S. TREASURY COUPON		12/14/2010	10,000,000.00	10,686,700.00	10,519,531.25	4.750	1.261	560 05/15/2014
Subtotal and Average			70,517,213.62		70,000,000.00	71,644,500.00	70,495,733.24		1.600	.464

Federal Agency Coupons

31331K247	11056	FEDERAL FARM CREDIT BANK		11/30/2011	10,000,000.00	10,009,500.00	9,987,761.40	1.510	1.520	1,488 11/28/2016
31331K2R0	11062	FEDERAL FARM CREDIT BANK		12/12/2011	10,000,000.00	10,016,400.00	10,000,000.00	1.500	1.479	1,502 12/12/2016
3133EAAQ1	11087	FEDERAL FARM CREDIT BANK		01/26/2012	10,000,000.00	10,000,300.00	9,995,379.48	0.430	0.455	540 04/25/2014
3133EAKP2	11099	FEDERAL FARM CREDIT BANK		04/04/2012	10,000,000.00	10,050,600.00	10,000,000.00	1.360	1.341	1,615 04/04/2017
313376CJ2	11050	FEDERAL HOME LOAN BANK		11/16/2011	10,000,000.00	10,005,400.00	9,998,383.33	1.500	1.484	1,476 11/16/2016
313378VE8	12001	FEDERAL HOME LOAN BANK		07/17/2012	10,000,000.00	10,098,838.11	10,094,265.91	1.010	0.809	1,691 08/19/2017
313380TD9	12013	FEDERAL HOME LOAN BANK		10/16/2012	10,000,000.00	10,002,200.00	10,000,000.00	1.000	0.988	1,810 10/16/2017
3134G2U42	11068	FED HOME LOAN MORT CORP		12/16/2011	10,000,000.00	10,013,800.00	9,996,398.18	0.375	0.407	348 10/15/2013
3134G3DV8	11076	FED HOME LOAN MORT CORP		12/28/2011	10,000,000.00	10,021,900.00	10,003,166.67	1.550	1.488	1,518 12/28/2016
3134G3GN4	11086	FED HOME LOAN MORT CORP		01/18/2012	10,000,000.00	10,026,100.00	10,000,000.00	1.500	1.479	1,539 01/18/2017
3136F9P20	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,220,200.00	9,996,550.00	4.050	4.061	208 05/28/2013
3136FTY00	08452	FEDERAL NATIONAL MORT. ASSOC.		05/28/2010	10,000,000.00	10,013,300.00	9,998,970.00	2.000	1.977	938 05/28/2015
3136FTS23	11066	FEDERAL NATIONAL MORT. ASSOC.		12/14/2011	10,000,000.00	10,016,500.00	10,003,870.00	1.650	1.561	1,504 12/14/2016
3136FTUK3	11075	FEDERAL NATIONAL MORT. ASSOC.		12/28/2011	10,000,000.00	10,022,600.00	10,000,000.00	1.625	1.603	1,518 12/28/2016
3136FTU20	11077	FEDERAL NATIONAL MORT. ASSOC.		12/30/2011	10,000,000.00	10,115,800.00	10,000,000.00	1.400	1.381	1,520 12/30/2016
3136FTH44	11093	FEDERAL NATIONAL MORT. ASSOC.		02/08/2012	10,000,000.00	10,030,200.00	9,993,595.83	1.000	1.340	1,560 02/08/2017
3136FTK57	11095	FEDERAL NATIONAL MORT. ASSOC.		02/13/2012	10,000,000.00	10,085,600.00	10,000,000.00	0.875	1.345	1,565 02/13/2017
3136FTZ77	11101	FEDERAL NATIONAL MORT. ASSOC.		03/13/2012	10,000,000.00	10,038,800.00	10,000,000.00	1.000	1.373	1,593 03/13/2017
3136GQK22	11122	FEDERAL NATIONAL MORT. ASSOC.		08/07/2012	10,000,000.00	10,024,200.00	10,000,000.00	-1.000	1.276	1,679 08/07/2017
3136GQNC1	11124	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,023,200.00	9,993,012.50	0.750	1.336	1,700 08/28/2017
3136GQGG9	11125	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,015,200.00	10,000,000.00	1.125	1.110	1,700 08/28/2017
3136GQZV6	12003	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,017,900.00	10,000,000.00	0.700	1.168	1,761 08/28/2017
3136GQXQ9	12005	FEDERAL NATIONAL MORT. ASSOC.		09/14/2012	10,000,000.00	10,015,519.44	10,003,819.44	0.625	1.133	1,755 08/22/2017
3136GQB59	12007	FEDERAL NATIONAL MORT. ASSOC.		09/20/2012	10,000,000.00	10,013,500.00	10,000,000.00	0.700	1.080	1,784 09/20/2017
3136GQK34	12008	FEDERAL NATIONAL MORT. ASSOC.		09/25/2012	10,000,000.00	10,017,100.00	10,000,000.00	0.625	1.173	1,788 09/25/2017
3136GQH46	12009	FEDERAL NATIONAL MORT. ASSOC.		09/26/2012	10,000,000.00	10,005,700.00	10,000,000.00	0.600	1.046	1,790 09/26/2017

Portfolio PLCR
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Report Ver. 7.3.3

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General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2012

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136G0N72	12015	FEDERAL NATIONAL MORT. ASSOC.		10/25/2012	10,000,000.00	9,998,600.00	10,000,000.00	0.700	1.029	1,819	10/25/2017
		Subtotal and Average	278,131,060.84		270,000,000.00	270,919,955.55	270,065,172.74		1.349	1,471	
Medium Term Notes											
08406HBE8	09295	Bank of New York Mellon		11/02/2009	10,000,000.00	10,000,000.00	10,000,000.00	4.950	2.042	0	11/01/2012
084670AY4	10012	BERKSHIRE HATHAWAY FINANCE		09/27/2010	14,000,000.00	14,022,120.00	14,008,225.81	0.868	0.805	102	02/11/2013
2254C0TC1	09347	Credit Suisse New York		01/29/2010	5,000,000.00	5,120,200.00	5,062,976.39	5.000	2.512	195	05/15/2013
36982G4Q4	10026	General Electric Company		10/15/2010	5,000,000.00	5,065,600.00	5,014,985.73	1.875	1.502	319	09/16/2013
36982G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	5,000,000.00	5,103,300.00	5,026,631.26	4.800	4.367	181	05/01/2013
36982GN1	10002	GENERAL ELECTRIC CAPITAL CORP		08/11/2010	10,000,000.00	10,026,900.00	9,997,222.22	1.217	1.456	1,013	08/11/2015
36982G4N1	10003	GENERAL ELECTRIC CAPITAL CORP		08/18/2010	10,000,000.00	10,026,900.00	9,988,845.51	1.188	1.465	1,013	08/11/2015
36982G4S0	10056	GENERAL ELECTRIC CAPITAL CORP		12/08/2010	10,000,000.00	9,981,800.00	9,978,801.96	1.010	1.300	1,063	09/30/2015
36982G4L5	11053	GENERAL ELECTRIC CAPITAL CORP		11/21/2011	10,000,000.00	10,811,500.00	10,348,511.25	3.500	2.103	970	06/29/2015
36982G5Q3	11090	GENERAL ELECTRIC CAPITAL CORP		01/31/2012	10,000,000.00	9,790,200.00	10,000,000.00	1.375	1.356	820	01/30/2015
36982G5U4	12014	GENERAL ELECTRIC CAPITAL CORP		10/22/2012	7,985,000.00	7,966,874.05	8,005,575.49	1.200	1.091	893	04/13/2015
38143UTY7	10141	GOLDMAN SACHS GROUP		04/27/2011	20,000,000.00	19,790,000.00	20,000,000.00	1.448	1.725	1,273	04/27/2016
38141GEG5	11118	GOLDMAN SACHS GROUP		05/04/2012	10,000,000.00	9,723,000.00	9,184,602.58	0.924	3.457	1,237	03/22/2016
46623EJC4	10034	JP MORGAN CHASE BANK		11/08/2010	10,000,000.00	10,063,000.00	10,013,830.37	1.112	0.975	333	09/30/2013
46625HHW3	11094	JP MORGAN CHASE BANK		02/13/2012	10,000,000.00	10,381,500.00	10,143,877.90	2.800	2.101	1,170	01/15/2018
46625HJ49	11099	JP MORGAN CHASE BANK		03/09/2012	10,000,000.00	10,588,200.00	10,267,352.70	3.150	2.348	1,342	07/05/2018
48126EAA5	12010	JP MORGAN CHASE BANK		09/26/2012	10,000,000.00	10,127,100.00	10,143,394.88	2.000	1.708	1,748	08/15/2017
61745E4D0	10102	MORGAN STANLEY		02/09/2011	20,000,000.00	19,276,000.00	20,000,000.00	2.438	2.424	1,195	02/09/2016
594918AG9	10089	Microsoft Corp		12/17/2010	10,000,000.00	10,342,700.00	9,847,836.09	1.825	2.150	1,058	09/25/2015
89233P4B9	11121	TOYOTA MOTOR CREDIT		05/30/2012	10,000,000.00	10,647,000.00	10,530,001.46	3.200	1.126	958	06/17/2015
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,096,900.00	9,985,087.13	4.375	4.977	91	01/31/2013
949746NA5	11025	WELLS FARGO & CO.		09/20/2011	10,000,000.00	9,886,900.00	9,589,221.92	5.133	5.359	1,091	10/28/2015
949746NA5	11081	WELLS FARGO & CO.		01/13/2012	10,000,000.00	9,886,900.00	9,593,501.54	5.133	5.389	1,091	10/28/2015
94980AVF5	12016	WELLS FARGO BANK		10/25/2012	10,000,000.00	9,761,270.83	9,818,930.80	0.647	1.204	1,292	05/16/2016
		Subtotal and Average	240,313,030.04		246,985,000.00	248,305,664.88	246,557,212.99		2.199	907	

Negotiable Certificates of Deposit

46115LAA8	10033	Intesa SanPaolo New York		11/05/2010	10,000,000.00	10,000,100.00	10,007,198.74	2.375	1.818	50	12/21/2012
74977M5V3	12012	RABOBANK NEDERLAND NV NY		10/04/2012	40,000,000.00	40,010,000.00	40,002,017.60	0.390	0.380	182	05/02/2013
90527M2D7	12011	UNION BANK OF CALIFORNIA		09/28/2012	20,000,000.00	19,996,600.00	20,000,000.00	0.240	0.240	75	01/15/2013
		Subtotal and Average	68,075,721.89		70,000,000.00	70,006,700.00	70,009,217.34		0.546	133	

Portfolio PLCR
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**General Fund
Portfolio Management
Portfolio Details - Investments
October 31, 2012**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360 Maturity	Days to Maturity Date
Municipal Bonds										
12006	12006	City of Colfax		09/19/2012	3,000,000.00	3,000,000.00	3,000,000.00	0.400	0.400	171 04/21/2013
		Subtotal and Average	3,000,000.00		3,000,000.00	3,000,000.00	3,000,000.00	0.400	0.400	171
PFA - HELICOPTER										
SYS08169	08169	Public Finance Authority		04/09/2009	888,442.55	888,442.55	888,442.55	2.476	2.442	1,257 04/11/2016
		Subtotal and Average	888,442.55		888,442.55	888,442.55	888,442.55	2.442	2.442	1,257
Local Agency GO Bond										
SYS08244	08244	Newcastle Elem. School Distric		08/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	242 07/01/2013
		Subtotal and Average	65,000.00		65,000.00	65,000.00	65,000.00	0.492	0.492	242
Local Agency Bonds										
SYS05311	05311	MIDDLE FORK JPA		03/29/2008	74,066,807.00	74,066,807.00	74,066,807.00	3.590	3.541	8,652 04/01/2036
SYS	11045	mPower Placer		11/01/2011	1,300,000.00	1,300,000.00	1,300,000.00	0.450	0.450	0 11/01/2012
		Subtotal and Average	75,366,807.00		75,366,807.00	75,366,807.00	75,366,807.00	3.488	3.488	8,404
Rolling Repurchase Agreements - 2										
SYS11085	11085	CANTOR FITZGERALD		01/17/2012	0.00	0.00	0.00	0.130	0.130	1
SYS12002	12002	CANTOR FITZGERALD		08/08/2012	70,023,284.06	70,023,284.06	70,023,284.06	0.200	0.200	1
SYS000SWEEP	SWEEP	WFB REPURCHASE-SWEEP		03/01/2012	22,314,772.86	22,314,772.86	22,314,772.86	0.000	0.000	1
		Subtotal and Average	102,626,860.20		92,338,056.92	92,338,056.92	92,338,056.92	0.152	0.152	1
mPower Placer										
SYS09480	09480	mPower Placer		06/24/2010	990,894.25	990,894.25	990,894.25	3.500	3.452	1
		Subtotal and Average	990,894.25		990,894.25	990,894.25	990,894.25	3.452	3.452	1
		Total and Average	891,843,342.52		829,634,200.72	833,526,021.15	829,776,537.03	1.616	1.616	1,564

5.8.6

Data Updated: FUNDSNAP: 11/01/2012 11:59
Run Date: 11/01/2012 - 12:00

Portfolio PLCR
NLI AC
PM (PRF_PMT) 7.3.0

**General Fund
Portfolio Management
Portfolio Details - Cash
October 31, 2012**

Page 4

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			54,160,803.20	54,160,803.20	54,160,803.20		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			395,818.11	395,818.11	395,818.11		0.000	1
		Average Balance	0.00							1
Total Cash and Investments					884,190,822.03	888,082,642.46	884,333,158.34		1.616	1,564

5.8.7

Data Updated: FUNDSNAP: 11/01/2012 11:59
Run Date: 11/01/2012 - 12:00

Portfolio PLCR
NLI AC
PM (PRE_PM2) 7.3.0



Placer County

General Fund
Purchases Report
Sorted by Fund - Fund
October 1, 2012 - October 31, 2012

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												
74977MSV3	12012	1010	NCB RABONY	40,000,000.00	10/04/2012	05/02 - At Maturity	40,002,328.00		0.390	05/02/2013	0.380	40,002,017.80
313380TD9	12013	1010	FAC FHLB	10,000,000.00	10/16/2012	04/16 - 10/16	10,000,000.00		1.000	10/16/2017	1.000	10,000,000.00
38982G5U4	12014	1010	MTN GE CAP	7,985,000.00	10/22/2012	01/13 - Quarterly	8,003,365.50	2,395.50	1.200	04/13/2016	1.108	8,005,575.49
3136G0N72	12015	1010	FAC FNMA	10,000,000.00	10/25/2012	04/25 - 10/25	10,000,000.00		0.700	10/25/2017	1.044	10,000,000.00
94980VAF5	12016	1010	MTN WF	10,000,000.00	10/25/2012	11/16 - Quarterly	9,803,300.00	12,570.83	0.647	05/16/2016	1.204	9,816,930.80
			Subtotal	77,985,000.00			77,808,993.50	14,966.33				77,824,523.39
			Total Purchases	77,985,000.00			77,808,993.50	14,966.33				77,824,523.39

5.8.8

Data Updated: FUNDSNAP: 11/01/2012 12:00
Run Date: 11/01/2012 - 12:00

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NLI AC
PU (PRF_PU) 7.1.1
Report Ver. 7.3.3

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of NOVEMBER 30, 2012

5.8.9

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, 2012

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 1,500 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by \$ 231,895,067.70 in cash and investments maturing in the next 180 days.

5.8.10



**General Fund
Portfolio Management
Portfolio Summary
November 30, 2012**

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	51,572,000.00	50,454,629.38	5.69	1,547	613	1.782	1.807
Federal Agency Coupons	280,000,000.00	281,046,655.55	280,070,786.37	31.59	1,747	1,512	1.270	1.288
Medium Term Notes	272,985,000.00	274,615,764.16	272,927,355.60	30.79	1,316	840	1.957	1.984
Negotiable Certificates of Deposit	90,000,000.00	89,996,300.00	90,004,564.93	10.15	260	132	0.489	0.496
Commercial Paper Disc. -Amortizing	30,000,000.00	29,990,725.00	29,990,725.00	3.38	64	53	0.210	0.213
Municipal Bonds	3,000,000.00	3,000,000.00	3,000,000.00	0.34	214	141	0.400	0.406
PFA - HELICOPTER	888,442.55	888,442.55	888,442.55	0.10	2,559	1,227	2.442	2.476
Local Agency GO Bond	65,000.00	65,000.00	65,000.00	0.01	1,468	212	0.492	0.499
Local Agency Bonds	74,066,807.00	74,066,807.00	74,066,807.00	8.35	10,961	8,522	3.541	3.590
Rolling Repurchase Agreements - 2	84,068,768.95	84,068,768.95	84,068,768.95	9.48	1	1	0.133	0.135
mPower Placer	990,894.25	990,894.25	990,894.25	0.11	1	1	3.452	3.500
	886,064,912.75	890,301,357.46	886,527,973.03	100.00%	1,993	1,500	1.478	1.498

Investments

Cash								
Passbook/Checking (not included in yield calculations)	54,859,194.76	54,859,194.76	54,859,194.76		1	1	0.000	0.000
Total Cash and Investments	940,924,107.51	945,160,552.22	941,387,167.79		1,993	1,500	1.478	1.498

Total Earnings	November 30	Month Ending	Fiscal Year To Date
Current Year	1,085,411.34		6,574,922.78
Average Daily Balance	897,057,849.73		914,077,018.48
Effective Rate of Return	1.47%		1.72%

Kimberly Hawley
KIMBERLY HAWLEY, CHIEF DEPUTY TREASURER

12/14/12

Reporting period 11/01/2012-11/30/2012
Data Updated: FUNDSNAP: 12/04/2012 08:19
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Portfolio PLCR
NLI AC
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General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2012

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
U.S. Treasury Coupons											
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,122,300.00	10,013,588.99	3.125	2.732	150	04/30/2013
912828JD3	09394	U. S. TREASURY COUPON		03/30/2010	10,000,000.00	10,184,800.00	10,089,914.77	3.375	1.742	211	06/30/2013
912828PJ3	10046	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,306,300.00	9,938,147.62	1.375	1.569	1,094	11/30/2015
912828PJ3	10047	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,306,300.00	9,921,278.78	1.375	1.627	1,094	11/30/2015
912828CJ7	10063	U. S. TREASURY COUPON		12/14/2010	10,000,000.00	10,652,300.00	10,491,699.22	4.750	1.261	530	05/15/2014
		Subtotal and Average	59,807,396.30		50,000,000.00	51,572,000.00	50,454,629.38		1.782	613	
Federal Agency Coupons											
31331K2R0	11062	FEDERAL FARM CREDIT BANK		12/12/2011	10,000,000.00	10,003,600.00	10,000,000.00	1.500	1.479	1,472	12/12/2016
3133EAAQ1	11087	FEDERAL FARM CREDIT BANK		01/26/2012	10,000,000.00	10,000,200.00	9,995,639.06	0.430	0.455	510	04/25/2014
3133EAKP2	11109	FEDERAL FARM CREDIT BANK		04/04/2012	10,000,000.00	10,044,800.00	10,000,000.00	1.360	1.341	1,585	04/04/2017
313378VE8	12001	FEDERAL HOME LOAN BANK		07/17/2012	10,000,000.00	10,167,436.11	10,092,716.81	1.010	0.809	1,661	06/19/2017
313380TD9	12013	FEDERAL HOME LOAN BANK		10/16/2012	10,000,000.00	10,009,500.00	10,000,000.00	1.000	0.986	1,780	10/16/2017
3133814L6	12019	FEDERAL HOME LOAN BANK		11/15/2012	10,000,000.00	10,013,500.00	10,000,000.00	1.050	1.036	1,810	11/15/2017
3134G2U42	11068	FED HOME LOAN MORT CORP		12/18/2011	10,000,000.00	10,014,300.00	9,996,712.29	0.375	0.407	318	10/15/2013
3134G3DV9	11076	FED HOME LOAN MORT CORP		12/28/2011	10,000,000.00	10,009,900.00	10,001,500.00	1.550	1.488	1,488	12/28/2016
3134G3GN4	11086	FED HOME LOAN MORT CORP		01/18/2012	10,000,000.00	10,016,500.00	10,000,000.00	1.500	1.479	1,509	01/18/2017
3136F9PZ0	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,188,400.00	9,997,050.00	4.050	4.061	178	05/28/2013
3136FTSZ3	11068	FEDERAL NATIONAL MORT. ASSOC.		12/14/2011	10,000,000.00	10,004,300.00	10,001,170.00	1.850	1.561	1,474	12/14/2016
3136FTUK3	11075	FEDERAL NATIONAL MORT. ASSOC.		12/28/2011	10,000,000.00	10,010,000.00	10,000,000.00	1.625	1.603	1,488	12/28/2016
3136FTUZO	11077	FEDERAL NATIONAL MORT. ASSOC.		12/30/2011	10,000,000.00	10,120,400.00	10,000,000.00	1.400	1.381	1,490	12/30/2016
3136FTH44	11093	FEDERAL NATIONAL MORT. ASSOC.		02/08/2012	10,000,000.00	10,020,900.00	9,993,720.83	1.000	1.340	1,530	02/08/2017
3136FTK57	11095	FEDERAL NATIONAL MORT. ASSOC.		02/13/2012	10,000,000.00	10,085,300.00	10,000,000.00	0.875	1.345	1,535	02/13/2017
3136FTZ77	11101	FEDERAL NATIONAL MORT. ASSOC.		03/13/2012	10,000,000.00	10,031,700.00	10,000,000.00	1.000	1.373	1,563	03/13/2017
3136G0KV2	11122	FEDERAL NATIONAL MORT. ASSOC.		06/07/2012	10,000,000.00	10,029,200.00	10,000,000.00	1.000	1.276	1,649	06/07/2017
3136G0NC1	11124	FEDERAL NATIONAL MORT. ASSOC.		06/28/2012	10,000,000.00	10,029,200.00	9,993,137.50	0.750	1.336	1,670	06/28/2017
3136G0QG9	11125	FEDERAL NATIONAL MORT. ASSOC.		06/28/2012	10,000,000.00	10,007,000.00	10,000,000.00	1.125	1.110	1,670	06/28/2017
3136G0ZV6	12003	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,028,200.00	10,000,000.00	0.700	1.158	1,731	08/28/2017
3136G0XQ9	12005	FEDERAL NATIONAL MORT. ASSOC.		09/14/2012	10,000,000.00	10,015,019.44	10,003,819.44	0.625	1.133	1,725	09/22/2017
3136G0B59	12007	FEDERAL NATIONAL MORT. ASSOC.		09/20/2012	10,000,000.00	10,028,000.00	10,000,000.00	0.700	1.080	1,754	09/20/2017
3136G0K34	12008	FEDERAL NATIONAL MORT. ASSOC.		09/25/2012	10,000,000.00	10,031,500.00	10,000,000.00	0.625	1.173	1,759	09/25/2017
3136G0H46	12009	FEDERAL NATIONAL MORT. ASSOC.		09/26/2012	10,000,000.00	10,038,000.00	10,000,000.00	0.600	1.046	1,760	09/26/2017
3136G0N72	12015	FEDERAL NATIONAL MORT. ASSOC.		10/25/2012	10,000,000.00	10,029,800.00	10,000,000.00	0.700	1.029	1,789	10/25/2017
3136G0V88	12017	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	10,011,900.00	9,995,319.44	0.500	0.990	1,803	11/08/2017
3135G0QW6	12018	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	10,020,800.00	10,000,000.00	1.000	0.986	1,803	11/08/2017
3136G04F5	12024	FEDERAL NATIONAL MORT. ASSOC.		11/21/2012	10,000,000.00	10,037,300.00	10,000,000.00	0.750	1.104	1,818	11/21/2017

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5.8.12

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2012

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Subtotal and Average			287,061,353.37		280,000,000.00	281,046,655.55	280,070,785.37		1.270	1,512	
Medium Term Notes											
084670AY4	10012	BERKSHIRE HATHAWAY FINANCE		09/27/2010	14,000,000.00	14,017,920.00	14,005,806.45	0.740	0.591	72	02/11/2013
2254C0TC1	09347	Credit Suisse New York		01/29/2010	5,000,000.00	5,100,650.00	5,053,237.77	5.000	2.512	165	05/16/2013
36962G4Q4	10026	General Electric Company		10/15/2010	5,000,000.00	5,056,650.00	5,013,558.52	1.875	1.502	288	09/18/2013
36962G3T9	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	5,000,000.00	5,090,500.00	5,022,192.72	4.800	4.387	151	05/01/2013
36962GN1	10002	GENERAL ELECTRIC CAPITAL CORP		08/11/2010	10,000,000.00	10,026,900.00	9,987,305.56	1.060	1.369	983	08/11/2015
36962GAN1	10003	GENERAL ELECTRIC CAPITAL CORP		08/18/2010	10,000,000.00	10,018,400.00	9,989,180.15	1.060	1.396	983	08/11/2015
36962G4S0	10058	GENERAL ELECTRIC CAPITAL CORP		12/08/2010	10,000,000.00	9,937,100.00	9,979,408.20	1.010	1.300	1,033	09/30/2015
36962G4L5	11053	GENERAL ELECTRIC CAPITAL CORP		11/21/2011	10,000,000.00	10,628,700.00	10,337,597.53	3.500	2.103	940	06/29/2015
36962G5Q3	11090	GENERAL ELECTRIC CAPITAL CORP		01/31/2012	10,000,000.00	9,863,500.00	10,000,000.00	1.375	1.356	790	01/30/2015
36962G5U4	12014	GENERAL ELECTRIC CAPITAL CORP		10/22/2012	7,985,000.00	7,936,610.90	8,004,957.12	1.200	1.091	863	04/13/2015
38143UTY7	10141	GOLDMAN SACHS GROUP		04/27/2011	20,000,000.00	19,830,400.00	20,000,000.00	1.313	1.632	1,243	04/27/2016
38141GEG5	11118	GOLDMAN SACHS GROUP		05/04/2012	10,000,000.00	9,706,300.00	9,204,636.91	0.924	3.457	1,207	03/22/2016
46623EJC4	10034	JP MORGAN CHASE BANK		11/08/2010	10,000,000.00	10,057,200.00	10,012,584.39	1.112	0.975	303	09/30/2013
46625HHW3	11094	JP MORGAN CHASE BANK		02/13/2012	10,000,000.00	10,409,700.00	10,139,942.78	2.600	2.101	1,140	01/15/2016
46625HAJ9	11099	JP MORGAN CHASE BANK		03/08/2012	10,000,000.00	10,601,200.00	10,281,294.86	3.150	2.348	1,312	07/05/2016
48126EA45	12010	JP MORGAN CHASE BANK		09/28/2012	10,000,000.00	10,207,900.00	10,141,247.64	2.000	1.706	1,718	08/15/2017
46625HHB9	12022	JP MORGAN CHASE BANK		11/19/2012	16,000,000.00	16,322,160.00	16,335,111.11	4.750	0.283	151	05/01/2013
61745E4D0	10102	MORGAN STANLEY		02/09/2011	20,000,000.00	19,299,800.00	20,000,000.00	2.310	2.343	1,165	02/09/2016
594918AG8	10069	Microsoft Corp		12/17/2010	10,000,000.00	10,292,600.00	9,852,208.61	1.625	2.150	1,028	09/25/2015
89233P4B9	11121	TOYOTA MOTOR CREDIT		05/30/2012	10,000,000.00	10,820,900.00	10,513,193.80	3.200	1.126	928	08/17/2015
91159HGZ7	12025	US BANCORP		11/29/2012	10,000,000.00	10,067,762.50	10,077,008.01	1.125	0.411	333	10/30/2013
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,060,900.00	9,990,113.94	4.375	4.977	61	01/31/2013
949746NA5	11025	WELLS FARGO & CO.		09/20/2011	10,000,000.00	9,846,000.00	9,610,385.66	5.133	5.359	1,061	10/28/2015
949746NA5	11081	WELLS FARGO & CO.		01/13/2012	10,000,000.00	9,846,000.00	9,604,824.62	5.133	5.389	1,061	10/28/2015
94980VAF5	12016	WELLS FARGO BANK		10/25/2012	10,000,000.00	9,813,800.00	9,808,902.69	0.647	1.204	1,262	05/16/2016
92976GAC5	12026	WACHOVIA MORTGAGE FSB		11/30/2012	10,000,000.00	9,956,410.76	9,972,656.56	0.693	0.868	702	11/03/2014
Subtotal and Average			244,092,494.15		272,985,000.00	274,615,764.16	272,927,355.60		1.957	840	

Negotiable Certificates of Deposit

46115LAA8	10033	Intesa SanPaolo New York		11/05/2010	10,000,000.00	10,000,000.00	10,002,879.90	2.375	1.818	20	12/21/2012
74977M5V3	12012	RABOBANK NEDERLAND NV NY		10/04/2012	40,000,000.00	40,012,000.00	40,001,685.03	0.390	0.380	152	05/02/2013
89112WHR1	12020	Toronton Dominion Bank NY		11/15/2012	10,000,000.00	10,000,700.00	10,000,000.00	0.300	0.300	254	08/12/2013
90527M2D7	12011	UNION BANK OF CALIFORNIA		09/28/2012	20,000,000.00	19,999,400.00	20,000,000.00	0.240	0.240	45	01/15/2013
90527M2X3	12021	Union Bank NA		11/15/2012	10,000,000.00	9,984,200.00	10,000,000.00	0.280	0.280	219	07/08/2013

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**General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2012**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Commercial Paper Disc. -Amortizing										
89233GNP7	12023	Toyota Motor Credit Corp	80,673,480.26	11/20/2012	30,000,000.00	29,990,725.00	29,990,725.00	0.210	0.210	53
Subtotal and Average			80,673,480.26		90,000,000.00	89,996,300.00	90,004,564.93		0.489	132
Municipal Bonds										
12006	12006	City of Colfax		09/19/2012	3,000,000.00	3,000,000.00	3,000,000.00	0.400	0.400	141
Subtotal and Average			3,000,000.00		3,000,000.00	3,000,000.00	3,000,000.00		0.400	141
PFA - HELICOPTER										
SYS08169	08169	Public Finance Authority		04/09/2009	888,442.55	888,442.55	888,442.55	2.476	2.442	1,227
Subtotal and Average			888,442.55		888,442.55	888,442.55	888,442.55		2.442	1,227
Local Agency GO Bond										
SYS08244	08244	Newcastle Elem. School Distric		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	212
Subtotal and Average			65,000.00		65,000.00	65,000.00	65,000.00		0.492	212
Local Agency Bonds										
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	74,066,807.00	74,066,807.00	74,066,807.00	3.590	3.541	8,522
Subtotal and Average			74,066,807.00		74,066,807.00	74,066,807.00	74,066,807.00		3.541	8,522
Rolling Repurchase Agreements - 2										
SYS11085	11085	CANTOR FITZGERALD		01/17/2012	0.00	0.00	0.00	0.130	0.130	1
SYS12002	12002	CANTOR FITZGERALD		09/08/2012	80,032,896.01	80,032,896.01	80,032,896.01	0.140	0.140	1
SYS000SWEEP	SWEEP	WFB REPURCHASE-SWEEP		09/01/2012	4,035,872.94	4,035,872.94	4,035,872.94	0.000	0.000	1
Subtotal and Average			85,450,729.73		84,068,768.95	84,068,768.95	84,068,768.95		0.133	1
mPower Placer										
SYS09460	09460	mPower Placer		06/24/2010	990,894.25	990,894.25	990,894.25	3.500	3.452	1
Subtotal and Average			990,894.25		990,894.25	990,894.25	990,894.25		3.452	1

Portfolio PLCR
NLI AC
PM (PRF_PMT) 7.3.0

Data Updated: FUNDSNAP: 12/04/2012 08:19
Run Date: 12/04/2012 - 08:19

5.8.14

General Fund
Portfolio Management
Portfolio Details - Investments
November 30, 2012

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity
Total and Average			897,057,849.73		886,064,912.75	890,301,357.46	886,527,973.03		1,478	1,500

Portfolio PLCR
 NLI AC
 PM (PRF_PM2) 7.3.0

Data Updated: FUNDSNAP: 12/04/2012 08:19
 Run Date: 12/04/2012 - 08:19

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**General Fund
Portfolio Management
Portfolio Details - Cash
November 30, 2012**

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to 360 Maturity
Cash at Bank										
SYS00000	00000	PLACER COUNTY CASH			54,710,969.64	54,710,969.64	54,710,969.64		0.000	1
Undeposited Receipts										
SYS00000VAULT	00000VAULT	PLACER COUNTY CASH			148,225.12	148,225.12	148,225.12		0.000	1
		Average Balance	0.00							1
Total Cash and Investments			897,057,849.73		940,924,107.51	945,160,652.22	941,387,167.79		1.478	1,500

5.8.16

Data Updated: FUNDSNAP: 12/04/2012 08:19
Run Date: 12/04/2012 - 08:19

Portfolio PLCR
NLI AC
PM (PRF_PN2) 7.3.0



Placer County

General Fund
Purchases Report
Sorted by Fund - Fund
November 1, 2012 - November 30, 2012

CUSIP	Investment #	Fund	Sec. Type	Original Par Value	Purchase Date	Payment Periods	Principal Purchased	Accrued Interest at Purchase	Rate at Purchase	Maturity Date	YTM	Ending Book Value
General Fund												
3136G0Y88	12017	1010	FAC FNMA	10,000,000.00	11/08/2012	05/08 - 11/08	9,995,000.00		0.500	11/08/2017	1.003	9,995,319.44
3135G0QW6	12018	1010	FAC FNMA	10,000,000.00	11/08/2012	05/08 - 11/08	10,000,000.00		1.000	11/08/2017	1.000	10,000,000.00
3133814L6	12019	1010	FAC FHLB	10,000,000.00	11/15/2012	05/15 - 11/15	10,000,000.00		1.050	11/15/2017	1.050	10,000,000.00
89112WHR1	12020	1010	NCB TORONY	10,000,000.00	11/15/2012	08/12 - At Maturity	10,000,000.00		0.300	08/12/2013	0.300	10,000,000.00
90527M2X3	12021	1010	NCB UBKCTD	10,000,000.00	11/15/2012	07/08 - At Maturity	10,000,000.00		0.280	07/08/2013	0.280	10,000,000.00
46625HHB9	12022	1010	MTN JPM	16,000,000.00	11/19/2012	05/01 - Final Pmt	16,320,880.00	38,000.00	4.750	05/01/2013	0.287	16,335,111.11
89233GNP7	12023	1010	ACP TOYCC	30,000,000.00	11/20/2012	01/23 - At Maturity	29,988,800.00		0.210	01/23/2013	0.210	29,980,725.00
3136G04F5	12024	1010	FAC FNMA	10,000,000.00	11/21/2012	05/21 - 11/21	10,000,000.00		0.750	11/21/2017	1.120	10,000,000.00
91159HGZ7	12025	1010	MTN USB	10,000,000.00	11/29/2012	04/30 - 10/30	10,068,400.00	9,062.50	1.125	10/30/2013	0.417	10,077,008.01
92976GAC5	12028	1010	MTN WFC	10,000,000.00	11/30/2012	02/04 - Quarterly	9,967,800.00	4,810.76	0.693	11/03/2014	0.868	9,972,656.56
Subtotal				126,000,000.00			126,340,880.00	51,873.26				126,370,820.12
Total Purchases				126,000,000.00			126,340,880.00	51,873.26				126,370,820.12

5.8.17

Data Updated: FUNDSNAP: 12/04/2012 08:20
Run Date: 12/04/2012 - 08:20

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PU (PRF_PU) 7.1.1
Report Ver: 7.3.3

Office of
Jenine Windeshausen
Treasurer-Tax Collector
County of Placer



COUNTY OF PLACER

TREASURER'S POOLED INVESTMENT REPORT

For the Month of DECEMBER 31, 2012

5.8.18

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

PREFACE

Placer County Treasurer's Pooled Investment Report

December 31, 2012

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 1,297 days.

The ability of the Placer County Treasury to meet its cash flow needs is demonstrated by \$ 392,197,110.96 in cash and investments maturing in the next 180 days.

5.8.19



Placer County

General Fund
Portfolio Management
Portfolio Summary
December 31, 2012

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.	YTM 365 Equiv.
U.S. Treasury Coupons	50,000,000.00	51,463,800.00	50,413,834.35	4.71	1,547	582	1.782	1.807
Federal Agency Coupons	320,000,000.00	320,653,530.55	320,064,383.29	29.89	1,756	1,571	1.164	1.180
Medium Term Notes	262,985,000.00	285,108,834.01	263,635,831.77	24.62	1,312	797	1.904	1.930
Negotiable Certificates of Deposit	160,000,000.00	159,991,000.00	160,001,341.37	14.94	142	93	0.266	0.270
Commercial Paper Disc. -Amortizing	60,000,000.00	59,993,350.00	59,993,350.00	5.60	55	23	0.175	0.177
Municipal Bonds	3,000,000.00	3,000,000.00	3,000,000.00	0.28	214	110	0.400	0.406
PFA - HELICOPTER	888,442.55	888,442.55	888,442.55	0.08	2,559	1,196	2.442	2.476
Local Agency GO Bond	65,000.00	65,000.00	65,000.00	0.01	1,468	181	0.492	0.499
Local Agency Bonds	74,066,807.00	74,066,807.00	74,066,807.00	6.92	10,961	8,491	3.541	3.590
Rolling Repurchase Agreements - 2	137,594,091.95	137,594,091.95	137,594,091.95	12.85	1	1	0.128	0.130
mPower Placer	990,894.25	990,894.25	990,894.25	0.09	1	1	3.452	3.500
Investments	1,069,590,235.75	1,073,815,750.31	1,070,703,976.53	100.00%	1,706	1,297	1.218	1.235

Cash								
Passbook/Checking (not included in yield calculations)	51,645,741.73	51,645,741.73	51,645,741.73		1	1	0.000	0.000
Total Cash and Investments	1,121,235,977.48	1,125,461,492.04	1,122,349,718.26		1,706	1,297	1.218	1.235

Total Earnings	December 31	Month Ending	Fiscal Year To Date
Current Year	1,541,663.49		8,113,308.15
Average Daily Balance	1,071,191,532.87		940,547,398.62
Effective Rate of Return	1.69%		1.71%

1/4/13

ERIC WAIMANN, ASST. TREASURER-TAX COLLECTOR

Reporting period 12/01/2012-12/31/2012
Data Updated: FUNDSNAP: 01/02/2013 14:49
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Portfolio PLCR
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Report Ver: 7.3.3

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General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2012

Page 1

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											
912828HY9	08070	U. S. TREASURY COUPON		09/30/2008	10,000,000.00	10,098,800.00	10,010,780.80	3.125	2.732	119	04/30/2013
912828JD3	09394	U. S. TREASURY COUPON		03/30/2010	10,000,000.00	10,160,200.00	10,076,704.55	3.375	1.742	180	06/30/2013
912828PJ3	10046	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,293,800.00	9,939,900.29	1.375	1.569	1,063	11/30/2015
912828PJ3	10047	U. S. TREASURY COUPON		12/02/2010	10,000,000.00	10,293,800.00	9,923,509.46	1.375	1.627	1,063	11/30/2015
912828CJ7	10063	U. S. TREASURY COUPON		12/14/2010	10,000,000.00	10,817,200.00	10,462,939.45	4.750	1.261	499	05/15/2014
Subtotal and Average			50,433,573.87		50,000,000.00	51,463,800.00	50,413,334.35		1.782	582	
Federal Agency Coupons											
3133EAAQ1	11087	FEDERAL FARM CREDIT BANK		01/26/2012	10,000,000.00	10,000,300.00	9,995,898.64	0.430	0.455	479	04/25/2014
3133EAKP2	11109	FEDERAL FARM CREDIT BANK		04/04/2012	10,000,000.00	9,990,500.00	10,000,000.00	1.360	1.341	1,554	04/04/2017
3133ECB45	12038	FEDERAL FARM CREDIT BANK		12/26/2012	10,000,000.00	9,982,000.00	9,990,027.78	0.900	0.908	1,820	12/26/2017
313379VE8	12001	FEDERAL HOME LOAN BANK		07/17/2012	10,000,000.00	10,118,700.00	10,083,031.80	1.010	0.809	1,630	06/19/2017
313380TD9	12013	FEDERAL HOME LOAN BANK		10/16/2012	10,000,000.00	10,003,500.00	10,000,000.00	1.000	0.988	1,749	10/16/2017
3133814L6	12019	FEDERAL HOME LOAN BANK		11/15/2012	10,000,000.00	10,011,200.00	10,000,000.00	1.050	1.036	1,779	11/15/2017
3133813R4	12036	FEDERAL HOME LOAN BANK		12/19/2012	10,000,000.00	10,032,511.11	10,011,111.11	1.000	0.988	1,773	11/09/2017
3134G2U42	11068	FED HOME LOAN MORT CORP		12/16/2011	10,000,000.00	10,015,300.00	9,997,026.40	0.375	0.407	287	10/15/2013
3134G3GN4	11086	FED HOME LOAN MORT CORP		01/18/2012	10,000,000.00	10,006,100.00	10,000,000.00	1.500	1.479	1,478	01/18/2017
3136F8P20	07005	FEDERAL NATIONAL MORT. ASSOC.		05/28/2008	10,000,000.00	10,159,300.00	9,997,550.00	4.050	4.061	147	05/28/2013
3136FTU20	11077	FEDERAL NATIONAL MORT. ASSOC.		12/30/2011	10,000,000.00	10,108,300.00	10,000,000.00	1.400	1.381	1,459	12/30/2016
3136FTH44	11083	FEDERAL NATIONAL MORT. ASSOC.		02/08/2012	10,000,000.00	10,008,300.00	9,993,845.83	1.000	1.340	1,499	02/08/2017
3136FTK57	11095	FEDERAL NATIONAL MORT. ASSOC.		02/13/2012	10,000,000.00	10,084,600.00	10,000,000.00	0.875	1.345	1,504	02/13/2017
3136G0KV2	11101	FEDERAL NATIONAL MORT. ASSOC.		03/13/2012	10,000,000.00	10,014,700.00	10,000,000.00	1.000	1.373	1,532	03/13/2017
3136G0NC1	11122	FEDERAL NATIONAL MORT. ASSOC.		06/07/2012	10,000,000.00	10,024,800.00	10,000,000.00	1.000	1.276	1,818	06/07/2017
3136G0ZV6	11124	FEDERAL NATIONAL MORT. ASSOC.		06/28/2012	10,000,000.00	10,025,300.00	9,993,262.50	0.750	1.336	1,639	06/28/2017
3136G0XQ8	12003	FEDERAL NATIONAL MORT. ASSOC.		08/28/2012	10,000,000.00	10,024,100.00	10,000,000.00	0.700	1.158	1,700	08/28/2017
3136G0B59	12005	FEDERAL NATIONAL MORT. ASSOC.		09/14/2012	10,000,000.00	10,011,719.44	10,003,819.44	0.625	1.133	1,894	08/22/2017
3136G0K34	12007	FEDERAL NATIONAL MORT. ASSOC.		09/20/2012	10,000,000.00	10,020,700.00	10,000,000.00	0.700	1.080	1,723	09/20/2017
3136G0H46	12008	FEDERAL NATIONAL MORT. ASSOC.		09/25/2012	10,000,000.00	10,025,900.00	10,000,000.00	0.625	1.173	1,728	09/25/2017
3136G0N72	12009	FEDERAL NATIONAL MORT. ASSOC.		09/26/2012	10,000,000.00	10,027,600.00	10,000,000.00	0.600	1.046	1,729	09/26/2017
3136G0Y88	12015	FEDERAL NATIONAL MORT. ASSOC.		10/25/2012	10,000,000.00	10,026,600.00	10,000,000.00	0.700	1.029	1,758	10/25/2017
3135G0QW6	12017	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	10,007,900.00	9,995,736.11	0.500	0.990	1,772	11/08/2017
3136G04F5	12018	FEDERAL NATIONAL MORT. ASSOC.		11/08/2012	10,000,000.00	10,009,100.00	10,000,000.00	1.000	0.988	1,772	11/08/2017
3136G12J7	12024	FEDERAL NATIONAL MORT. ASSOC.		11/21/2012	10,000,000.00	10,028,700.00	10,000,000.00	0.750	1.104	1,785	11/21/2017
3136G07K1	12027	FEDERAL NATIONAL MORT. ASSOC.		12/05/2012	10,000,000.00	10,008,900.00	10,000,000.00	0.600	1.117	1,799	12/05/2017
3136G07K1	12028	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,958,600.00	9,985,069.44	0.700	0.988	1,800	12/06/2017
3136G07K1	12029	FEDERAL NATIONAL MORT. ASSOC.		12/06/2012	10,000,000.00	9,958,600.00	10,000,000.00	0.700	0.988	1,800	12/06/2017

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General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2012

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CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Federal Agency Coupons											
3136G12A6	12033	FEDERAL NATIONAL MORT. ASSOC.		12/13/2012	10,000,000.00	9,987,000.00	10,000,000.00	0.700	1.069	1,807	12/13/2017
3136G15C9	12035	FEDERAL NATIONAL MORT. ASSOC.		12/19/2012	10,000,000.00	10,010,000.00	10,000,000.00	0.700	1.094	1,813	12/19/2017
3136G15K1	12039	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,995,900.00	10,000,000.00	0.500	1.116	1,821	12/27/2017
3136G16W4	12040	FEDERAL NATIONAL MORT. ASSOC.		12/27/2012	10,000,000.00	9,989,200.00	9,988,004.44	0.650	0.845	1,821	12/27/2017
		Subtotal and Average	309,096,162.14		320,000,000.00	320,653,530.55	320,054,383.29		1.164	1,571	
Medium Term Notes											
084670AY4	10012	BERKSHIRE HATHAWAY FINANCE		09/27/2010	14,000,000.00	14,010,380.00	14,003,306.45	0.740	0.591	41	02/11/2013
2254C0TC1	09347	Credit Suisse New York		01/29/2010	5,000,000.00	5,082,300.00	5,043,499.16	5.000	2.512	134	05/15/2013
3686G24Q4	10026	General Electric Company		10/15/2010	5,000,000.00	5,049,300.00	5,012,131.30	1.875	1.502	258	08/16/2013
3686G23T6	08280	GENERAL ELECTRIC CAPITAL CORP		09/03/2009	5,000,000.00	5,072,800.00	5,017,754.17	4.800	4.367	120	05/01/2013
3686G2GN1	10002	GENERAL ELECTRIC CAPITAL CORP		08/11/2010	10,000,000.00	10,026,900.00	9,997,388.89	1.060	1.369	952	08/11/2015
3686G24N1	10003	GENERAL ELECTRIC CAPITAL CORP		08/18/2010	10,000,000.00	10,028,000.00	9,989,514.78	1.060	1.396	952	08/11/2015
3686G24S0	10056	GENERAL ELECTRIC CAPITAL CORP		12/08/2010	10,000,000.00	10,016,200.00	9,980,014.43	0.981	1.272	1,002	09/30/2015
3686G24L5	11053	GENERAL ELECTRIC CAPITAL CORP		11/21/2011	10,000,000.00	10,626,200.00	10,326,683.82	3.500	2.103	909	08/29/2015
3686G25Q3	11090	GENERAL ELECTRIC CAPITAL CORP		01/31/2012	10,000,000.00	9,932,400.00	10,000,000.00	1.375	1.356	759	01/30/2015
3686G25U4	12014	GENERAL ELECTRIC CAPITAL CORP		10/22/2012	7,985,000.00	7,920,720.75	8,004,338.76	1.200	1.091	832	04/13/2015
38143JTY7	10141	GOLDMAN SACHS GROUP		04/27/2011	20,000,000.00	19,861,800.00	20,000,000.00	1.313	1.832	1,212	04/27/2016
46625EJC4	10034	JP MORGAN CHASE BANK		11/08/2010	10,000,000.00	10,051,800.00	10,011,295.88	1.061	0.962	272	09/30/2013
46625HHW3	11094	JP MORGAN CHASE BANK		02/13/2012	10,000,000.00	10,395,700.00	10,136,207.65	2.600	2.101	1,109	01/15/2016
46625HJA9	11099	JP MORGAN CHASE BANK		03/09/2012	10,000,000.00	10,594,500.00	10,255,237.02	3.150	2.348	1,281	07/05/2016
48126AA5	12010	JP MORGAN CHASE BANK		09/28/2012	10,000,000.00	10,235,000.00	10,139,100.40	2.000	1.706	1,887	08/15/2017
46625HHB9	12022	JP MORGAN CHASE BANK		11/19/2012	16,000,000.00	16,268,880.00	16,275,688.89	4.750	0.283	120	05/01/2013
61745E4D0	10102	MORGAN STANLEY		02/09/2011	20,000,000.00	19,353,400.00	20,000,000.00	2.310	2.343	1,134	02/09/2016
594918AG9	10069	Microsoft Corp		12/17/2010	10,000,000.00	10,290,400.00	9,856,581.14	1.825	2.150	997	09/25/2015
89233P4B9	11121	TOYOTA MOTOR CREDIT		05/30/2012	10,000,000.00	10,604,100.00	10,498,386.14	3.200	1.126	887	06/17/2015
91159HGZ7	12025	US BANCORP		11/29/2012	10,000,000.00	10,073,862.50	10,070,190.74	1.125	0.411	302	10/30/2013
949746NY3	08104	WELLS FARGO & CO.		12/08/2008	10,000,000.00	10,029,700.00	9,995,140.75	4.375	4.977	30	01/31/2013
949746NA5	11025	WELLS FARGO & CO.		09/20/2011	10,000,000.00	9,910,900.00	9,621,549.39	5.133	5.359	1,030	10/28/2015
949746NA5	11081	WELLS FARGO & CO.		01/13/2012	10,000,000.00	9,910,900.00	9,616,147.69	5.133	5.389	1,030	10/28/2015
94980VAF5	12016	WELLS FARGO BANK		10/25/2012	10,000,000.00	9,787,400.00	9,813,596.84	0.647	1.204	1,231	05/16/2016
92976GAC5	12026	WACHOVIA MORTGAGE FSB		11/30/2012	10,000,000.00	9,975,310.76	9,974,076.48	0.893	0.868	671	11/03/2014
		Subtotal and Average	266,349,719.52		262,985,000.00	265,108,834.01	263,635,831.77		1.904	797	

Portfolio PLCR
NLI AC
PM (PRF_PMT) 7.3.0

Data Updated: FUNDSNAP: 01/02/2013 14:49
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5.8.22

General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2012

Page 3

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM 360	Days to Maturity	Maturity Date
Negotiable Certificates of Deposit											
74977M5V3	12012	RABOBANK NEDERLAND NV NY		10/04/2012	40,000,000.00	40,017,600.00	40,001,341.37	0.380	0.380	121	05/02/2013
89112WIND5	12034	TORONTO DOMINION BANK NY		12/17/2012	50,000,000.00	50,000,000.00	50,000,000.00	0.180	0.180	18	01/17/2013
89112WHR1	12020	Toronton Dominion Bank NY		11/15/2012	10,000,000.00	10,003,100.00	10,000,000.00	0.300	0.300	223	09/12/2013
90527M2D7	12011	UNION BANK OF CALIFORNIA		09/28/2012	20,000,000.00	20,000,400.00	20,000,000.00	0.240	0.240	14	01/15/2013
90527M2X3	12021	Union Bank NA		11/15/2012	10,000,000.00	9,990,000.00	10,000,000.00	0.280	0.280	188	07/08/2013
90527M4C7	12032	Union Bank NA		12/10/2012	30,000,000.00	29,979,900.00	30,000,000.00	0.260	0.260	161	06/11/2013
		Subtotal and Average	131,937,874.08		160,000,000.00	159,991,000.00	160,001,341.37		0.266	93	
Commercial Paper Disc. -Amortizing											
89233GNP7	12023	Toyota Motor Credit Corp		11/20/2012	30,000,000.00	29,996,150.00	29,996,150.00	0.210	0.210	22	01/23/2013
89233GNR3	12030	Toyota Motor Credit Corp		12/10/2012	30,000,000.00	29,997,200.00	29,997,200.00	0.140	0.140	24	01/25/2013
		Subtotal and Average	70,312,942.38		60,000,000.00	59,993,350.00	59,993,350.00		0.175	23	
Municipal Bonds											
12008	12008	City of Colfax		09/19/2012	3,000,000.00	3,000,000.00	3,000,000.00	0.400	0.400	110	04/21/2013
		Subtotal and Average	3,000,000.00		3,000,000.00	3,000,000.00	3,000,000.00		0.400	110	
PFA - HELICOPTER											
SYS08169	08169	Public Finance Authority		04/09/2009	888,442.55	888,442.55	888,442.55	2.476	2.442	1,196	04/11/2016
		Subtotal and Average	888,442.55		888,442.55	888,442.55	888,442.55		2.442	1,196	
Local Agency GO Bond											
SYS08244	08244	Newcastle Elem. School District		06/24/2009	65,000.00	65,000.00	65,000.00	1.830	0.492	181	07/01/2013
		Subtotal and Average	65,000.00		65,000.00	65,000.00	65,000.00		0.492	181	
Local Agency Bonds											
SYS05311	05311	MIDDLE FORK JPA		03/29/2006	74,066,807.00	74,066,807.00	74,066,807.00	3.590	3.541	8,491	04/01/2036
		Subtotal and Average	74,066,807.00		74,066,807.00	74,066,807.00	74,066,807.00		3.541	8,491	
Rolling Repurchase Agreements - 2											
SYS11085	11085	CANTOR FITZGERALD		01/17/2012	0.00	0.00	0.00	0.130	0.130	1	
SYS12002	12002	CANTOR FITZGERALD		08/08/2012	80,042,722.72	80,042,722.72	80,042,722.72	0.220	0.220	1	
SYS000SWEEP	SWEEP	WFB REPURCHASE-SWEEP		03/01/2012	57,551,369.23	57,551,369.23	57,551,369.23	0.000	0.000	1	
		Subtotal and Average	108,513,317.82		137,594,091.95	137,594,091.95	137,594,091.95		0.128	1	

Portfolio PLCR
NLI AC
PM (PRF_PW2) 7.3.0

Data Updated: FUNDSNAP: 01/02/2013 14:49
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5823

General Fund
Portfolio Management
Portfolio Details - Investments
December 31, 2012

Page 4

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	990,894.25	990,894.25	990,894.25	3.500	3.452	1	
		Subtotal and Average	990,894.25		990,894.25	990,894.25	990,894.25		3.452	1	
		Total and Average	1,071,191,532.37		1,069,590,235.75	1,073,815,750.31	1,070,703,976.53		1.218	1,297	

Portfolio PLCR
 NLI AC
 PM (PRF_PMT) 7.3.0

Data Updated: FUNDSNAP: 01/02/2013 14:49
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5.8.24

**General Fund
Portfolio Management
Portfolio Details - Cash
December 31, 2012**

Page 5

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM	Days to 360 Maturity
Cash at Bank										
SYS000000	00000	PLACER COUNTY CASH			50,635,321.19	50,635,321.19	50,635,321.19		0.000	1
Undeposited Receipts										
SYS000000VAULT	90000VAULT	PLACER COUNTY CASH			1,010,420.54	1,010,420.54	1,010,420.54		0.000	1
		Average Balance	0.00							1
Total Cash and Investments			1,071,191,532.87		1,121,235,977.48	1,125,461,492.04	1,122,349,718.26		1.218	1,297

5825

Portfolio PLCR
NLI AC
PM (PRE_PMT) 7.30

Data Updated: FUNDSNAP: 01/02/2013 14:49
Run Date: 01/02/2013 - 14:49



Placer County

General Fund
Purchases Report
Sorted by Fund - Fund
December 1, 2012 - December 31, 2012

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													
3136G12J7	12027	1010	FAC	FNMA	10,000,000.00	12/05/2012	06/05 - 12/05	10,000,000.00		0.800	12/05/2017	1.133	10,000,000.00
3136G07K1	12028	1010	FAC	FNMA	10,000,000.00	12/06/2012	06/06 - 12/06	9,995,000.00		0.700	12/06/2017	1.012	9,995,089.44
3136G07K1	12028	1010	FAC	FNMA	10,000,000.00	12/06/2012	06/06 - 12/06	10,000,000.00		0.700	12/06/2017	1.002	10,000,000.00
89233G3NR3	12030	1010	ACP	TOYCC	30,000,000.00	12/10/2012	01/25 - At Maturity	29,994,833.33		0.140	01/25/2013	0.140	29,997,200.00
90527M4C7	12032	1010	NCB	UBKCTD	30,000,000.00	12/10/2012	06/11 - At Maturity	30,000,000.00		0.280	06/11/2013	0.260	30,000,000.00
36980LMK8	12031	1010	ACP	UBSFS	30,000,000.00	12/10/2012	12/19 - At Maturity	29,999,100.00		0.120	12/19/2012	0.120	0.00
3136G12A6	12033	1010	FAC	FNMA	10,000,000.00	12/13/2012	06/13 - 12/13	10,000,000.00		0.700	12/13/2017	1.084	10,000,000.00
89112W5ND5	12034	1010	NCB	TDNY	50,000,000.00	12/17/2012	01/17 - At Maturity	50,000,000.00		0.180	01/17/2013	0.180	50,000,000.00
0027AOMT5	12037	1010	ACP	ABLLC	40,000,000.00	12/19/2012	12/27 - At Maturity	39,998,311.11		0.190	12/27/2012	0.190	0.00
3133813R4	12036	1010	FAC	FHLB	10,000,000.00	12/19/2012	05/09 - 11/09	10,000,000.00	11,111.11	1.000	11/09/2017	1.000	10,011,111.11
3136G15C9	12035	1010	FAC	FNMA	10,000,000.00	12/19/2012	06/19 - 12/19	10,000,000.00		0.700	12/19/2017	1.108	10,000,000.00
3133ECB45	12038	1010	FAC	FFCB	10,000,000.00	12/26/2012	06/26 - 12/26	9,990,000.00		0.900	12/26/2017	0.921	9,990,027.78
3136G15K1	12039	1010	FAC	FNMA	10,000,000.00	12/27/2012	06/27 - 12/27	10,000,000.00		0.500	12/27/2017	1.131	10,000,000.00
3136G16W4	12040	1010	FAC	FNMA	10,000,000.00	12/27/2012	06/27 - 12/27	9,998,000.00		0.850	12/27/2017	0.854	9,998,004.44
Subtotal					270,000,000.00			269,375,044.44	11,111.11				199,991,412.77
Total Purchases					270,000,000.00			269,375,044.44	11,111.11				199,991,412.77

5.8.26

Data Updated: FUNDSNAP: 01/02/2013 14:20
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Portfolio PLCR
NLI AC
PU (PRF_PU) 7.1.1
Report Ver. 7.3.3

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:

Horizon Charter School's 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 15, 2013

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. Gilbert Associates, Inc., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2012.

RECOMMENDATION:

Administration recommends the Board of Trustees receive the audited financial statements.

8.1

HORIZON CHARTER SCHOOL
(A CALIFORNIA NON-PROFIT
PUBLIC BENEFIT CORPORATION)

FINANCIAL STATEMENTS WITH
INDEPENDENT AUDITOR'S REPORT

YEARS ENDED
JUNE 30, 2012 AND 2011

8.1.1

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

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JUNE 30, 2012 AND 2011

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81.2



Gilbert Associates, Inc.
CPAs and Advisors

INDEPENDENT AUDITOR'S REPORT

**Board of Directors
Horizon Charter School
Lincoln, California**

We have audited the accompanying statements of financial position of Horizon Charter School (the Organization), a California non-profit public benefit corporation, as of June 30, 2012 and 2011, and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits 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 audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2012 and 2011, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2012, on our consideration of the Organization's internal control over financial reporting and 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and important for assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Supplementary Information, as listed in the Table of Contents, are presented for purposes of additional analysis, and as required by the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2011-12*, published by the Education Audit Appeals Panel, and are not a required part of the financial statements. Such information 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. The information 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 information is fairly stated in all material respects in relation to the financial statements as a whole.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 12, 2012

8.1.4²

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$ 2,128,771	\$ 4,171,369
Due from grantor governments	4,000,349	3,715,351
Prepaid expenses	<u>230,671</u>	<u>412,128</u>
Total current assets	6,359,791	8,298,848
PROPERTY AND EQUIPMENT, Net	<u>1,063,761</u>	<u>633,681</u>
TOTAL ASSETS	<u>\$ 7,423,552</u>	<u>\$ 8,932,529</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES:		
Accounts payable	\$ 480,111	\$ 462,005
Due to grantor governments		546,767
Accrued expenses	291,562	274,719
Deferred rent	<u>253,100</u>	<u>44,530</u>
Total liabilities	<u>1,024,773</u>	<u>1,328,021</u>
NET ASSETS:		
Unrestricted	6,338,251	7,604,508
Temporarily restricted	<u>60,528</u>	
Total net assets	<u>6,398,779</u>	<u>7,604,508</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 7,423,552</u>	<u>\$ 8,932,529</u>

The accompanying notes are an integral part of these financial statements.

8.1.5³

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
UNRESTRICTED NET ASSETS:		
REVENUES:		
Federal revenue	\$ 375,760	\$ 1,198,494
State revenue:		
State aid portion of block grant	5,679,696	5,923,560
Categorical block grant	1,499,731	1,653,496
Lottery revenue	330,111	373,162
All other	1,128,794	1,089,799
Local revenue:		
Cash in-lieu of property taxes	9,273,236	8,731,444
All other	479,192	441,871
Total revenues	<u>18,766,520</u>	<u>19,411,826</u>
EXPENSES:		
Program expenses:		
Educational programs	17,555,465	16,643,697
Supporting services:		
Management and general	<u>2,477,312</u>	<u>2,777,518</u>
Total expenses	<u>20,032,777</u>	<u>19,421,215</u>
DECREASE IN UNRESTRICTED NET ASSETS	(1,266,257)	(9,389)
TEMPORARILY RESTRICTED NET ASSETS:		
State and local revenue	<u>60,528</u>	
DECREASE IN NET ASSETS	(1,205,729)	(9,389)
NET ASSETS, Beginning of Year	<u>7,604,508</u>	<u>7,613,897</u>
NET ASSETS, End of Year	<u>\$ 6,398,779</u>	<u>\$ 7,604,508</u>

The accompanying notes are an integral part of these financial statements.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2012 AND 2011

	<u>2012</u>	<u>2011</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Decrease in net assets	\$ (1,205,729)	\$ (9,389)
Reconciliation to net cash and cash equivalents used by operating activities:		
Depreciation and amortization	158,206	150,864
Loss on disposal of property and equipment		382,769
Changes in:		
Due from grantor governments	(284,998)	(955,467)
Prepaid expenses	181,457	(366,225)
Accounts payable	18,106	(7,641)
Due to grantor governments	(546,767)	546,767
Accrued expenses	16,843	52,666
Deferred rent	208,570	(680)
Net cash used by operating activities	<u>(1,454,312)</u>	<u>(206,336)</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of property and equipment	(588,286)	(298,700)
Proceeds from sale of property and equipment		<u>2,081,577</u>
Net cash provided (used) by investing activities	<u>(588,286)</u>	<u>1,782,877</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Principal payments of long-term debt		<u>(2,091,858)</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(2,042,598)	(515,317)
CASH AND CASH EQUIVALENTS, Beginning of year	<u>4,171,369</u>	<u>4,686,686</u>
CASH AND CASH EQUIVALENTS, End of year	<u>\$ 2,128,771</u>	<u>\$ 4,171,369</u>
CASH PAID FOR INTEREST		<u>\$ 106,283</u>

The accompanying notes are an integral part of these financial statements.

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8.1.7

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

1. OPERATIONS

Horizon Charter School (the Organization) 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 Organization is funded principally 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 Organization is governed by a Governance Committee consisting of five parents of the Organization's students, one education community representative, and one business/community representative.

The Organization operates two charters through the Sponsoring District: Horizon Charter School (HCS), charter number 0015, and Partnerships for Student-Centered Learning (PaSCL), charter number 1227. The HCS charter was renewed by the Sponsoring District in February 2008 for the five year period ending June 2013. The PaSCL charter was granted by the Sponsoring District in July 2010 for the three year period ending June 2013. The charters could be revoked by the Sponsoring District for material violations of the charters, failure to meet pupil outcomes identified in the charters, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

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) 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. LMCC serves grades K-8 with combination classes of two grade levels. Providing an avenue for parental involvement, Lincoln Montessori is a co-op in which parent participation is an integral part of the school's success and an expected element from each family.

8-1-8

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

- Middle and High School Academies and Co-ops are the fourth program choice offered by the Organization. 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 Academy for Enterprising Youth (SAEY) is a college preparatory environment that also focuses on career paths and vocational pursuits. SAEY serves students in grades 7-12 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 will be closed after the first semester of the 2012-13 school year (see subsequent event in Note 9).
- Rocklin Academy of Math, Science and Engineering (RAMSE) program is a college preparatory program with a focus on math, science and engineering. RAMSE serves students in grades K-12 in the Rocklin area.
- Respect for Excellence and Creative Hearts (REACH) is a co-op program serving students in grades K-6 in the Auburn and greater Placer county area.
- Placerville Program provides the hybrid educational model to students in grades K-12 in the Placerville area.
- Sacramento Leadership Cooperative (SLC) program is a college preparatory program serving students in grades K-12 in the Sacramento area.
- School of Kreativity, Innovation, and Excellence (SKIE) is a co-op program which consists of three main components: A-G core academic classes, a highly developed visual and performing arts program, and a dedication to project based multi-sensory learning. SKIE serves students in grades 7-12 in the Auburn area.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting and financial statement presentation – The financial statements are prepared on the accrual basis of accounting in conformity with accounting standards applicable to not-for-profit entities. The Organization reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. Temporarily restricted net assets at June 30, 2012 consist of entitlement revenues received from the government restricted for the purchase of instructional materials and to provide special education services. The Organization had no permanently restricted net assets as of June 30, 2012 and 2011.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

Revenue recognition – Government grants are recognized as revenue in accordance with the terms of the applicable grant agreement, which is generally upon the incurrence of expenditures related to the required services. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets. When a restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as "Net Assets Released from Restriction". Deferred revenue is recorded to the extent cash received on specific programs exceeds qualified expenses.

Cash and cash equivalents – The Organization considers investments with maturity at purchase of three months or less to be cash equivalents.

Property and equipment is stated at cost or, if donated, at the estimated fair market value at the date of donation. The Organization 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.

Functional allocation of expenses – The costs of providing the program and supporting services have been summarized on a functional basis in the statements of activities and in the schedules of functional expenses. Accordingly, certain costs have been allocated based on employees' time incurred and management's estimate of the usage of resources.

Income taxes – The Organization is publicly supported and has received tax-exempt status under Internal Revenue Code Section 501(c)(3) and Section 23701(d) of the California Revenue and Taxation Code. There is no unrelated taxable income and, accordingly, there is no provision for income taxes in these financial statements. The Organization adopted the accounting principles related to accounting for uncertainty in income taxes and has determined that there is no material impact on the financial statements.

Use of 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 that affect certain reported amounts and disclosures. Significant estimates included in these financial statements are management's estimate of the collectability of accounts receivable and the useful life of property and equipment. Accordingly, actual results could differ from those estimates.

Deferred rent – Rental expense on leases that contain rent-free periods or periodic rent increases is recognized on a straight-line basis over the non-cancelable portion of the leases in accordance with accounting standards. The calculated deferred rents are the difference between the rental expense recognized and the rents paid.

Subsequent events have been reviewed through December 12, 2012, the date the financial statements were available to be issued.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

3. CASH AND CASH EQUIVALENTS

Cash and cash equivalents as of June 30 consist of the following:

	<u>2012</u>	<u>2011</u>
Cash and cash equivalents in Placer County Treasury	\$ 1,964,686	\$ 4,018,269
Deposits with financial institutions	<u>164,085</u>	<u>153,100</u>
Total cash and cash equivalents	<u>\$ 2,128,771</u>	<u>\$ 4,171,369</u>

Cash in County Treasury

In accordance with Education Code Section 41001, the Organization maintains substantially all of its cash in the Placer County Treasury (the County Treasury). The County Treasury pools these funds with those of other school districts in the county and invests the cash. The share of each fund in the pooled cash account is separately accounted for and interest earned is apportioned quarterly to funds that are legally required to receive interest based on the relationship of a fund's daily balance to the total of pooled cash and investments.

Participants' equity in the investment pool is determined by the dollar amount of the participant deposits, adjusted for withdrawals and distributed income. This method differs from the fair value method used to value investments in these financial statements in that unrealized gains or losses are not distributed to pool participants.

The County Treasury is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the County Treasury are either secured by federal depository insurance or are collateralized.

The County Treasury is restricted by Government Code Section 53635, pursuant to Section 53601, to invest in time deposits; U.S. government securities; state registered warrants, notes, or bonds; the State Treasurer's investment pool; bankers' acceptances; commercial paper; negotiable certificates of deposit; and repurchase or reverse repurchase agreements.

4. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following during the year ended June 30:

	<u>2012</u>	<u>2011</u>
Leasehold improvements	\$ 886,986	\$ 298,700
Furniture and equipment	935,604	935,604
Vehicles	<u>10,958</u>	<u>10,958</u>
Total	1,833,548	1,245,262
Less accumulated depreciation	<u>(769,787)</u>	<u>(611,581)</u>
Property and equipment - net	<u>\$ 1,063,761</u>	<u>\$ 633,681</u>

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

Depreciation expense for the years ended June 30, 2012 and 2011, was \$158,206 and \$150,864, respectively.

The Organization disposed of property which resulted in a loss of \$382,769 for the year ended June 30, 2011.

5. DEBT

Total interest cost incurred for the year ended June 30, 2011 was \$98,294 related to a mortgage note payable that was paid off in February 2011.

6. LEASE OBLIGATIONS

Operating Leases:

The Organization leases property and equipment under various non-cancelable operating lease agreements. Rental expense under operating leases during the years ended June 30, 2012 and 2011 totaled \$1,588,034 and \$968,414, respectively.

Future minimum lease payments under these leases as of June 30, 2012 are as follows:

Year ending <u>June 30,</u>	
2013	\$ 1,284,926
2014	1,230,254
2015	1,274,635
2016	1,191,907
2017	1,098,692
Thereafter	<u>3,523,283</u>
Total	<u>\$ 9,603,697</u>

7. EMPLOYEE RETIREMENT

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 California State Teachers' Retirement System (CalSTRS), and classified employees are members of the California Public Employees' Retirement System (CalPERS).

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

CalPERS:

Plan Description

The Organization contributes to the School Employer Pool under 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.

Funding Policy

Active plan members are required to contribute 7% of their salary (7% of monthly salary over \$133.33 if the member participates in Social Security), and the Organization 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 2011-12 and 2010-11 was 10.923% and 10.707%, respectively, of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions for the year ended June 30, 2012 and 2011 were \$209,467 and \$205,162 respectively, and equal 100% of the required contributions for the year.

CalSTRS:

Plan Description

The Organization contributes to CalSTRS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. 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. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 100 Waterfront Place, West Sacramento, California 95605.

Funding Policy

Active plan members are required to contribute 8% of their salary and the Organization is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalSTRS Teachers' Retirement Board. The required employer contribution rates for fiscal year 2011-12 and 2010-11 were 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The Organization's contributions for the years ended June 30, 2012 and 2011 were \$774,909 and \$755,781, respectively, and equal 100% of the required contributions for the year.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012 AND 2011

8. CONTINGENCIES

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

The Organization has various outstanding claims and litigation. However, based on consultation with legal counsel, management believes that the ultimate resolution of these matters will not have a material adverse effect on the Organization's financial position or results of operations.

9. SUBSEQUENT EVENT

One of the Organization's hybrid programs, Accelerated Learning Academy (ALA) that was offered to students at a Rocklin facility was closed in October 2012 due to issues with the facility's location. All students enrolled in this program were asked to continue their education with the charter school through another program option offered, such as the Home Teaching or Independent Study (AESS) program options (see Note 1). The Organization may experience a decrease in enrollment during the 2012-13 school year due to the closure of the ALA program. The Organization has a lease agreement on the facility that was used for the ALA program and has incurred \$886,986 of leasehold improvements associated with this lease, which are included in the property and equipment balance as of June 30, 2012 (see Note 4). The Organization is currently working with their lawyers to terminate the lease with the lessor.

SUPPLEMENTARY INFORMATION SECTION

8.1.15

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

ORGANIZATION, GOVERNING BOARD, AND ADMINISTRATION
YEAR ENDED JUNE 30, 2012

ORGANIZATION

Horizon Charter School (the Organization) is a California non-profit public benefit corporation that was incorporated in January 2002, 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.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Sandra Frame	President	June 2013
Angela Henning	Vice President	June 2014
Cynthia Moore	Business/Community Representative	June 2013
Carmen Del Prado	Parent Representative/WPUSD	June 2014
Andrea Rynberk	Parent Representative	June 2014
Carmen Oates	Parent Representative	June 2015
Frank Kavenik	Parent Representative	June 2015

ADMINISTRATION

Craig Heimbichner
Chief Executive Officer

Cliff Bautista
Chief Business Officer

Cynthia Wood
Chief Academic Officer

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2012

Nonclassroom-based ADA:	Second Period Report	Annual Report
Horizon Charter School:		
Kindergarten through Grade 3	294.72	297.36
Grades 4 through 6	245.01	247.52
Grades 7 and 8	197.03	203.27
Grades 9 through 12	709.17	710.07
Total	<u>1,445.93</u>	<u>1,458.22</u>
Partnerships for Student-Centered Learning		
Kindergarten through Grade 3	127.66	127.32
Grades 4 through 6	185.08	185.41
Grades 7 and 8	259.82	261.85
Grades 9 through 12	521.60	535.46
Total	<u>1,094.16</u>	<u>1,110.04</u>
Total nonclassroom-based ADA	<u>2,540.09</u>	<u>2,568.26</u>

Classroom-based ADA:	Second Period Report	Annual Report
Horizon Charter School:		
Kindergarten through Grade 3	0.00	0.00
Grades 4 through 6	0.00	0.00
Grades 7 and 8	0.00	0.00
Grades 9 through 12	0.00	0.00
Total	<u>0.00</u>	<u>0.00</u>
Partnerships for Student-Centered Learning		
Kindergarten through Grade 3	66.52	66.65
Grades 4 through 6	38.24	38.37
Grades 7 and 8	11.26	11.09
Grades 9 through 12	0.00	0.00
Total	<u>116.02</u>	<u>116.11</u>
Total classroom-based ADA	<u>116.02</u>	<u>116.11</u>

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2012

Total ADA:	Second Period Report	Annual Report
Horizon Charter School:		
Kindergarten through Grade 3	294.72	297.36
Grades 4 through 6	245.01	247.52
Grades 7 and 8	197.03	203.27
Grades 9 through 12	709.17	710.07
Total	<u>1,445.93</u>	<u>1,458.22</u>
Partnerships for Student-Centered Learning		
Kindergarten through Grade 3	194.18	193.97
Grades 4 through 6	223.32	223.78
Grades 7 and 8	271.08	272.94
Grades 9 through 12	521.60	535.46
Total	<u>1,210.18</u>	<u>1,226.15</u>
Combined Totals:		
Kindergarten through Grade 3	488.90	491.33
Grades 4 through 6	468.33	471.30
Grades 7 and 8	468.11	476.21
Grades 9 through 12	<u>1,230.77</u>	<u>1,245.53</u>
Total ADA	<u>2,656.11</u>	<u>2,684.37</u>

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2012

Effective January 1, 2000, California Education Code Section 47612.5 requires classroom-based charter schools to offer a minimum number of minutes of instruction, as specified in Section 46201. This schedule documents the compliance of the Organization's classroom-based campus (Lincoln Montessori Community Co-op).

2011-2012 Minutes			
	Requirement	Actual	Status
Lincoln Montessori Community Co-op:			
Kindergarten AM	33,531	40,020	In Compliance
Kindergarten PM	33,531	39,290	In Compliance
Grades 1 through 3	46,944	58,380	In Compliance
Grades 4 through 8	50,297	60,990	In Compliance

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENT OF FINANCIAL POSITION
JUNE 30, 2012

	<u>HCS</u>	<u>PSCL</u>	<u>Total</u>
ASSETS			
CURRENT ASSETS:			
Cash and cash equivalents	\$ 1,744,355	\$ 384,416	\$ 2,128,771
Due from grantor governments	2,678,728	1,321,621	4,000,349
Prepaid expenses	69,538	161,133	230,671
Due from (to) other funds	<u>28,956</u>	<u>(28,956)</u>	
Total current assets	4,521,577	1,838,214	6,359,791
PROPERTY AND EQUIPMENT - Net	<u>254,210</u>	<u>809,551</u>	<u>1,063,761</u>
TOTAL ASSETS	<u>\$ 4,775,787</u>	<u>\$ 2,647,765</u>	<u>\$ 7,423,552</u>
LIABILITIES AND NET ASSETS			
CURRENT LIABILITIES:			
Accounts payable	\$ 324,712	\$ 155,399	\$ 480,111
Accrued expenses	203,570	87,992	291,562
Deferred rent	<u>157,122</u>	<u>95,978</u>	<u>253,100</u>
Total liabilities	<u>685,404</u>	<u>339,369</u>	<u>1,024,773</u>
NET ASSETS:			
Unrestricted	4,062,577	2,275,674	6,338,251
Temporarily restricted	<u>27,806</u>	<u>32,722</u>	<u>60,528</u>
Total net assets	<u>4,090,383</u>	<u>2,308,396</u>	<u>6,398,779</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,775,787</u>	<u>\$ 2,647,765</u>	<u>\$ 7,423,552</u>

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

COMBINING STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2012

	<u>HCS</u>	<u>PSCL</u>	<u>Total</u>
UNRESTRICTED NET ASSETS:			
REVENUES:			
Federal revenue	\$ 187,538	\$ 188,222	\$ 375,760
State revenue:			
State aid portion of block grant	3,114,970	2,564,726	5,679,696
Categorical block grant	772,438	727,293	1,499,731
Lottery revenue	104,505	225,606	330,111
All other	630,506	498,288	1,128,794
Local revenue:			
Cash in-lieu of property taxes	5,048,965	4,224,271	9,273,236
All other	306,217	172,975	479,192
Total revenues	<u>10,165,139</u>	<u>8,601,381</u>	<u>18,766,520</u>
EXPENSES:			
Program expenses:			
Educational programs	8,311,168	9,244,297	17,555,465
Supporting services:			
Management and general	<u>1,314,295</u>	<u>1,163,017</u>	<u>2,477,312</u>
Total expenses	<u>9,625,463</u>	<u>10,407,314</u>	<u>20,032,777</u>
INTERFUND TRANSFERS IN (OUT)	<u>(3,244,108)</u>	<u>3,244,108</u>	
INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS	(2,704,432)	1,438,175	(1,266,257)
TEMPORARILY RESTRICTED NET ASSETS:			
State and local revenue	<u>27,806</u>	<u>32,722</u>	<u>60,528</u>
INCREASE (DECREASE) IN NET ASSETS	(2,676,626)	1,470,897	(1,205,729)
NET ASSETS, Beginning of Year	<u>6,767,009</u>	<u>837,499</u>	<u>7,604,508</u>
NET ASSETS, End of Year	<u>\$ 4,090,383</u>	<u>\$ 2,308,396</u>	<u>\$ 6,398,779</u>

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

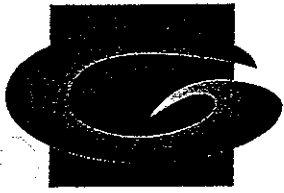
SCHEDULES OF FUNCTIONAL EXPENSES
YEARS ENDED JUNE 30, 2012 AND 2011

<u>2012</u>	<u>Program expenses</u>	<u>Supporting services</u>	<u>Total expenses</u>
Certificated salaries	\$ 9,643,109	\$ 194,473	\$ 9,837,582
Classified salaries	1,435,936	596,880	2,032,816
Employee benefits	2,297,606	219,452	2,517,058
Books and supplies	873,356	50,489	923,845
Services and other operating expenses	3,305,458	1,257,812	4,563,270
Depreciation	<u> </u>	<u>158,206</u>	<u>158,206</u>
Total expenses	<u>\$ 17,555,465</u>	<u>\$ 2,477,312</u>	<u>\$ 20,032,777</u>

<u>2011</u>	<u>Program expenses</u>	<u>Supporting services</u>	<u>Total expenses</u>
Certificated salaries	\$ 9,271,350	\$ 211,131	\$ 9,482,481
Classified salaries	1,464,149	605,737	2,069,886
Employee benefits	2,119,651	238,328	2,357,979
Books and supplies	894,350	49,930	944,280
Services and other operating expenses	2,894,197	1,521,528	4,415,725
Depreciation	<u> </u>	<u>150,864</u>	<u>150,864</u>
Total expenses	<u>\$ 16,643,697</u>	<u>\$ 2,777,518</u>	<u>\$ 19,421,215</u>

OTHER INDEPENDENT AUDITOR'S REPORTS

81.23



Gilbert Associates, Inc.
CPAs and Advisors

**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 the financial statements of Horizon Charter School (the Organization) as of and for the year ended June 30, 2012, and have issued our report thereon dated December 12, 2012. 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.

Internal Control Over Financial Reporting

Management of the Organization is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the Organization's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described in the accompanying Findings and Recommendations section, we identified a certain deficiency in internal control over financial reporting that we consider to be a material weakness.

A deficiency in internal controls 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 combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiency as described in the accompanying Findings and Recommendations section to be a material weakness in internal control over financial reporting; see finding 12-1.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization'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 instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*, see items 12-2 and 12-3 in the findings and recommendation section.

The Organization's responses to the findings identified in our audit are described in the accompanying schedule of Findings and Recommendations. We did not audit the Organization's responses and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of the Board of Directors, management, others within the Organization, and governmental awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 12, 2012



Gilbert Associates, Inc.
CPAs and Advisors

**REPORT ON COMPLIANCE WITH APPLICABLE REQUIREMENTS IN
ACCORDANCE WITH STANDARDS AND PROCEDURES FOR AUDITS OF
CALIFORNIA K-12 LOCAL EDUCATION AGENCIES**

Independent Auditor's Report

**Board of Directors
Horizon Charter School
Lincoln, California**

We have audited the Horizon Charter School's (the Organization) compliance with the types of compliance requirements described in the *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2011-12*, applicable to the Organization's programs identified in the below schedule for the year ended June 30, 2012. Compliance with the requirements referred to above is the responsibility of the Organization's management. Our responsibility is to express an opinion on the Organization's compliance based on our audit.

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 *Standards and Procedures for Audits of California K-12 Local Education Agencies, 2011-12*, published by the Education Audit Appeals Panel. Those standards and the *Standards and Procedures for Audits of the California K-12 Local Education Agencies* require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a material effect on the programs identified in the below schedule occurred. An audit includes examining, on a test basis, evidence about the Organization's compliance with those requirements and performing such other procedures as we considered necessary under the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Organization's compliance with those requirements.

In connection with the requirements referred to above, we selected and tested transactions and records to determine the Organization's compliance with the applicable programs identified below:

Description	Procedures In Audit Guide	Procedures Performed
Class Size Reduction Program (including charter schools):		
General Requirements	7	Not Applicable
Option one classes	3	Not Applicable
Option two classes	4	Not Applicable
Districts or Charter Schools with one School Serving K-3	4	Not Applicable

Description	Procedures In Audit Guide	Procedures Performed
After School Education and Safety Program:		
General Requirements	4	Not Applicable
After School	5	Not Applicable
Before School	6	Not Applicable
Contemporaneous Records of Attendance, for charter schools	3	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

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above for the year ended June 30, 2012, except as indicated in the Findings and Recommendations section as item 12-2 and 12-3.

This report is intended solely for the information and use of the Board of Directors, management, others within the Organization, state agencies and is not intended to be and should not be used by anyone other than these specified parties.

Gilbert Associates, Inc.

GILBERT ASSOCIATES, INC.
Sacramento, California

December 12, 2012

FINDINGS AND RECOMMENDATIONS

8.1.28

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMENDATIONS
YEAR ENDED JUNE 30, 2012

SUMMARY OF AUDIT RESULTS

Financial Statements

Type of auditor's report issued:

Unqualified

Internal control over financial reporting:

Material weakness(es) identified?

 X Yes

 No

Significant deficiency(ies) identified?

 Yes

 X None Reported

Noncompliance material to financial
statements noted?

 Yes

 X No

State Compliance:

Internal control over state programs:

Material weakness(es) identified?

 Yes

 X No

Significant deficiency(ies) identified?

 Yes

 X None Reported

Any audit findings disclosed that are required
to be reported in accordance with Audits of
K-12 Local Education Agencies?

 X Yes

 No

Type of auditor's report issued on
compliance for state programs:

Unqualified

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMENDATIONS
YEAR ENDED JUNE 30, 2012

FINANCIAL STATEMENT FINDING

12-1. ACCOUNT RECONCILIATIONS AND FINANCIAL CLOSE – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles. This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements is generally an indication that internal controls over financial reporting are insufficient or not functioning properly. There were some significant adjustments required for the June 30, 2012 financial statements as 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 impact of these misstatements resulted in a net increase in net assets of approximately \$562,000.

Recommendation:

We recommend that the Organization improve their year-end closing process and outline procedures that include the following: review of the CDE final restricted and unrestricted apportionments published to ensure general ledger revenue accounts reflect proper accruals; preparation of grant reconciliations through the use of categorical revenue reconciliation forms (CAT forms) to ensure proper deferral and/or revenue recognition for all restricted resources; and procedures for review of the trial balances as a whole after all closing entries are complete. Properly using CAT forms each year will help the Organization improve on their grant management by helping to track awards for resources where the cash may not have been received, yet the funding is available to obtain. Proper tracking will also help the Organization monitor grant carryovers between fiscal years to ensure spending is within the allowable period of the grant and mitigate the risk of losing funding not spent timely. Additionally, we recommend the Organization review all expenses incurred to ensure property and equipment is properly capitalized as an asset in accordance with the Organization's capitalization policy.

Management's Response:

The Organization agrees with the recommendation. Time and training will be allocated to staff to improve on this finding.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMENDATIONS
YEAR ENDED JUNE 30, 2012

STATE COMPLIANCE FINDINGS

12-2. ATTENDANCE REPORTING - CDDC #10000

Finding:

The Organization used incomplete data for the Partnerships for Student-Centered Learning (PaSCL) Second Principal (P-2) report of attendance submitted to the California Department of Education (CDE).

Criteria:

California Education Code Section 46303.

Cause:

The Organization's Independent Study Policy requires student school work to be submitted within 20 days after the end of the previous month. The Organization generated the PaSCL P-2 report prior to the 20 day window for the last month in the P-2 period which resulted in the Organization compiling the P-2 report with incomplete data.

Questioned Cost:

No questioned costs. The P-2 report was revised and re-submitted by the Organization prior to the closing of their books.

Recommendation:

We recommend that the Organization generate the P-2 report after the 20 day window for the last month in the P-2 period to ensure the report is generated using complete data.

Management's Response:

The Organization agrees with the recommendation and has already implemented procedures for accurate reporting.

Auditor's Comment:

The report was corrected and re-submitted by Management and was re-audited without exception prior to completion of the audit.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

FINDINGS AND RECOMENDATIONS
YEAR ENDED JUNE 30, 2012

12-3. PERTUSSIS BOOSTER VACCINE - CDDC #40000

Finding:

Students in grades 7 through 12 for whom Average Daily Attendance generated through classroom-based or nonclassroom-based instruction was claimed are required to have verification of a pertussis booster given on or after the pupil's 7th birthday, or a signed pertussis booster immunization exemption statement. We selected a representative sample of students from Horizon Charter School (HCS) and Partnerships for Student-Centered Learning (PaSCL), and found the following errors:

HCS (Charter #0015): We selected a minimum of 10% of students claiming attendance for the fiscal year, and noted 3 students provided proof of immunization after the first 30 calendar days of the school year.

PaSCL (Charter #1227): We selected a minimum of 10% of students claiming attendance for the fiscal year, and noted 6 students provided proof of immunization after the first 30 calendar days of the school year.

Criteria:

California Health and Safety Code Section 120335.1.

Cause:

The Organization did not have a sufficient review procedure for ensuring all students have immunizations or an exemption on record, and did not disallow ADA for the students who did not have a valid immunization or exemption.

Questioned Cost:

HCS (Charter #0015): The impact of the finding mentioned above results in .44 disallowed ADA which resulted in questioned costs of approximately \$2,749.

PCS (Charter #1227): The impact of the finding mentioned above results in .03 disallowed ADA which resulted in questioned costs of approximately \$187.

Recommendation:

We recommend the Organization improve control processes to ensure that proof of a pertussis booster vaccine (or exemption) is on file within 30 days of the student's first day of school in order to properly claim ADA.

Management's Response:

The Organization agrees with the recommendation and has already implemented procedures to comply with California Health and Safety Code Section 120335.1.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2012

FINANCIAL STATEMENT FINDING

11-1. ACCOUNT RECONCILIATIONS AND JOURNAL ENTRIES – CDDC #30000

Finding:

One element of an entity's internal control over financial reporting is the ability to produce financial statements in accordance with Generally Accepted Accounting Principles. This includes internal controls that can detect material misstatements in the financial statements independent of a financial statement audit. Material adjustments arising from the audit of the Organization's financial statements is generally an indication that internal controls over financial reporting are insufficient or not functioning properly. There were some significant adjustments required for the June 30, 2011 financial statements as 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: receivables, fixed assets, payables, debt, revenues, and expenses. The impact of these misstatements resulted in a net decrease in net assets of approximately \$183,000.

In addition, a common area of risk is the override of internal controls set in place by the Organization through the use of journal entries. There were erroneous journal entries posted in 2011 which caused misstatements that were detected during the audit process as indicated above.

Recommendation:

We recommend that the Organization improve on implementation of their year-end closing process and outline procedures that include the following: review of the CDE final restricted and unrestricted apportionments published to ensure general ledger revenue accounts reflect proper accruals; preparation of grant reconciliations through the use of categorical revenue reconciliation forms (CAT forms) to ensure proper deferral and/or revenue recognition for all restricted resources; and procedures for review of the trial balances as a whole after all closing entries are complete. Properly using CAT forms each year will help the Organization improve on their grant management by helping to track awards for resources where the cash may not yet be received yet the funding is available to obtain. Proper tracking will also help the Organization to monitor grant carryovers between fiscal years to ensure spending is within the allowable period of the grant and mitigate the risk of losing funding not spent timely.

Additionally, we recommend that the controls be improved over the Organization's journal entry initiation, review, and approval process. Entries generated by accountants should all be reviewed and approved by management with the appropriate knowledge of the transactions prior to posting in the general ledger. This will improve safeguarding of assets and reduce the risk of misstatement in account balances. Entries generated by the County should also be reviewed and ensure they are as expected and posted properly by the County.

HORIZON CHARTER SCHOOL
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS
YEAR ENDED JUNE 30, 2012

Status:

The Organization established and documented a year-end closing process and outlined procedures, and improved on their journal entry review process, however, there were material adjustments required for the June 30, 2012 financial statements as the Organization did not adequately complete account reconciliations and year-end close procedures. See finding 12-1.

FEDERAL COMPLIANCE

No findings in the prior year.

STATE COMPLIANCE

No findings in the prior 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:

Receipt of the 2011-12 Audited Financial Statements

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

The 2011-12 Unaudited Actuals were presented to the Board of Trustees 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.

RECOMMENDATION:

Administration recommends the Board of Trustees receive the 2011-12 Audited Financial Statements.

8.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

FINANCIAL STATEMENTS
June 30, 2012

8.2.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

**FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION**

For the Year Ended June 30, 2012

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8.2.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

**FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION**

For the Year Ended June 30, 2012

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8.2.3



Crowe Horwath LLP
Independent Member Crowe Horwath International

REPORT OF INDEPENDENT AUDITORS

Board of Education
Western Placer Unified School District
Lincoln, California

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Western Placer Unified School District, as of and for the year ended June 30, 2012, which collectively comprise Western Placer Unified School District's basic financial statements as listed in the Table of Contents. These financial statements are the responsibility of the District's management. 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of Western Placer Unified School District as of June 30, 2012, and the respective changes in financial position for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 7, 2012 on our consideration of Western Placer Unified School District's internal control over financial reporting and 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 3 through 12 and the Required Supplementary Information, such as the General Fund Budgetary Comparison Schedule and the Schedule of Other Postemployment Benefits Funding Progress on pages 46 and 47 be presented to supplement the financial statements. Such information, although not a part of the financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of the 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 statement. 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.

8.2.4

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Western Placer Unified School District's basic financial statements. The accompanying schedule of expenditures of federal awards as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and other supplemental information listed in the table of contents are presented for purposes of additional analysis and are not required part of the financial statements. Such information 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. The other supplemental information listed in the table of contents, except for the Schedule of Trends and Analysis, have been subjected to the auditing procedures applied in the audit of 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 schedule of expenditures of federal awards and other supplemental information listed in the table of contents, except the Schedule of Financial Trends and Analysis, are fairly stated in all material respects in relation to the financial statements as a whole. The Schedule of Financial Trends and Analysis have 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.

Crowe Horwath LLP

Crowe Horwath LLP

Sacramento, California
December 7, 2012

8.2.5

**Western Placer Unified School District
Management's Discussion and Analysis
For the Fiscal Year Ended June 30, 2012**

This management's discussion and analysis of Western Placer Unified School District's (the District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2012. Management has prepared the financial statements and the related foot note disclosures along with this discussion and analysis. The intent of this discussion and analysis is to look at the District's financial performance as a whole.

To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's report on pages 1 and 2, notes to the basic financial statements on pages 21-45, and the District's financial statements, which begin on page 13.

FINANCIAL HIGHLIGHTS

- *The last several years have been a budgetary roller coaster ride for school districts in California. The state's financial woes have resulted in a 9.5% decline in the revenue limit funding for the District since 2007-08. Western Placer has lost tens of millions in education funding as a result of these decreases.*

Western Placer is fortunate to have identified and received \$17 million in prior year funding as a result of its basic aid status. These resources have allowed the Board of Trustees to take a balanced and thoughtful approach to our state required budget cuts by mitigating deficit spending utilizing existing reserves. The Board of Trustees has targeted 2013-14 as the timeline in which to achieve a balanced budget. By setting a target year by which to achieve a balanced budget, we can review and modify our annual goals and budget reductions to match revenue changes from the state.

- *District enrollment increased 37 students, or .6%, over the prior year. While the District did see slight growth in 2011-12, 2012 CBEDS was only 5 students higher than 2011. Despite this, the District is projecting increases of 18 ADA in 2012-13 and 45 ADA in 2013-14. This is due to the District's increased focus on student attendance, in accordance with the work of the District Attendance Work Group (DAWG).*
- *The housing crisis has had a significant impact on our district demographics, and it is unlikely that significant growth will be seen until the housing market begins to recover. The first signs of recovery are showing, as developers pull permits for future housing within District boundaries.*

OVERVIEW OF THE FINANCIAL STATEMENTS

The financial statements are organized to provide the reader first with a look at the financial status of the entire Western Placer Unified School District. The statements then proceed to provide an increasingly detailed look at specific financial activities. This annual report consists of three parts:

- **Management's Discussion and Analysis** – this section which provides an overall review of the financial activity for the past fiscal year as well as a look at the future years.

- **Basic Financial Statements** – a look at Western Placer Unified School District's financial statement as a whole for the entire operating entity. The financial statements also include notes that explain some of the information in the statements and provide more detailed data.
- **Required Supplementary Information** – detailed information for specific financial activities including required supplementary information that further explains and supports the financial statements with a comparison of the District's budget for the year.

Reporting on the District as a Whole
Statement of Net Assets and Statement of Activities

These two statements provide information about the District as a whole using the accrual accounting methods similar to those used by private-sector companies. They help answer the question, "How did we do financially during 2011-12?"

The change in net assets is report in the Statement of Net Assets. This change in net assets is important because it tells the reader whether the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some of them financial and some not. Over time, the increases or decreases in the District's net assets, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating.

All current year revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid. The relationship between revenues and expenses indicates the District's operating results. It is important to remember, the District's goal is to provide services to its students, not to generate profits as is necessary in commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools in order to assess the overall health of the District.

In the district-wide financial statements, the District's activities are divided into two categories:

- ♦ **Governmental Activities** – All of the District's services are reported here, including regular and special education, general administration, transportation, food services, plant services, facilities acquisition and construction, interest, and long-term debt. State support from revenue limit finding and categorical apportionments finance most of these activities.
- ♦ **Business-type Activities** – The District does not currently have any business type activities.

Reporting the District's Most Significant Funds
Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs:

- ♦ Some funds are required to be established by State law, bond covenants, or through grant or program restrictions.

- ◆ The District establishes other funds to control and manage money for specific purposes (like repaying its long-term debts) or to show that it is properly using certain revenues (like federal grants).

A District may have three kinds of funds:

- ◆ **Governmental Funds** – Most of the District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund, Building Fund, County School Facilities Fund and the Mello-Roos Fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.
- ◆ **Proprietary Funds** – Services for which the District charges a fee are generally reported in proprietary funds. Proprietary funds use the full accrual basis of accounting, the same as the district-wide statements. The District does not have programs classified in this category.
- ◆ **Fiduciary Funds** – The District is the trustee, or fiduciary, for assets that belong to others, such as the student activities funds. The District is responsible for ensuring that the assets that are reported in these funds are used only for their intended purposes and by those to whom the assets belong. The District's fiduciary activities are reported in a separate statement of fiduciary net assets and a statement of change in fiduciary net assets. We exclude these activities from the district-wide financial statements because the District cannot use these assets to finance its operations.

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS

The District as a Whole

Statement of Net Assets

The District's total net assets decreased by \$8,618,961 to \$55,642,211 during the 2011-12 fiscal year. Cash and cash equivalent accounts decreased \$10,326,520 from FY 2010-11. This decrease to the cash accounts was primarily due to the ongoing state apportionment deferrals and payment of debt service.

Total liabilities decreased by nearly \$5 million, primarily due to a decrease in Accounts Payable. Accounts Payable decreased by \$3.5 million primarily as a result of the reversal of a liability of Basic Aid Supplemental Charter School Funding that was due to the California Department of Education (CDE) at June 30, 2012.

Long-term liabilities decreased by approximately \$350k due to principal payments on long-term debt.

The District's net assets for FY 2011-12 were \$55,642,211, a decrease of \$8,618,961 from FY 2010-11. Of this balance, \$21,024,392 was restricted while \$9,264,539 was unrestricted. Investments in capital assets, net of related debt, accounted for \$25,353,280 of the total net assets.

The Statement of Net Assets is included in the table below and provides the detail information for 2010-11 and 2011-12 along with the variances between the years.

Table 1
Statement of Net Assets
June 30, 2011 and 2012

	2010-11	Governmental Activities 2011-12	\$ Difference	% Difference
Assets:				
Cash and equivalents	\$ 37,995,606	\$ 27,669,086	\$ (10,326,520)	-27.18%
Receivables	7,138,907	7,545,813	406,906	5.70%
Prepaid expenditures	6,285,154	6,678,015	392,861	6.25%
Stores inventory	10,578	10,578	-	100.00%
Capital assets (net of accumulated depreciation)	184,187,970	180,134,113	(4,053,857)	-2.20%
Total assets	235,618,215	222,037,605	(13,580,610)	-5.76%
Liabilities:				
Accounts payable and other current liabilities	9,716,031	6,208,602	(3,507,429)	-36.10%
Deferred revenue	1,147,932	45,785	(1,102,147)	-96.01%
Long-term liabilities				
Due within one year	1,994,934	2,156,540	161,606	8.10%
Due after one year	158,498,146	157,984,467	(513,679)	-0.32%
Total liabilities	171,357,043	166,395,394	(4,961,649)	-2.90%
Net Assets				
Invested in capital assets, net of related debt	29,303,959	25,353,280	(3,950,679)	-13.48%
Restricted	25,700,982	21,024,392	(4,676,590)	-18.20%
Unrestricted	9,256,231	9,264,539	8,308	0.09%
Total Net Assets	\$ 64,261,172	\$ 55,642,211	\$ (8,618,961)	-13.41%

Statement of Activities

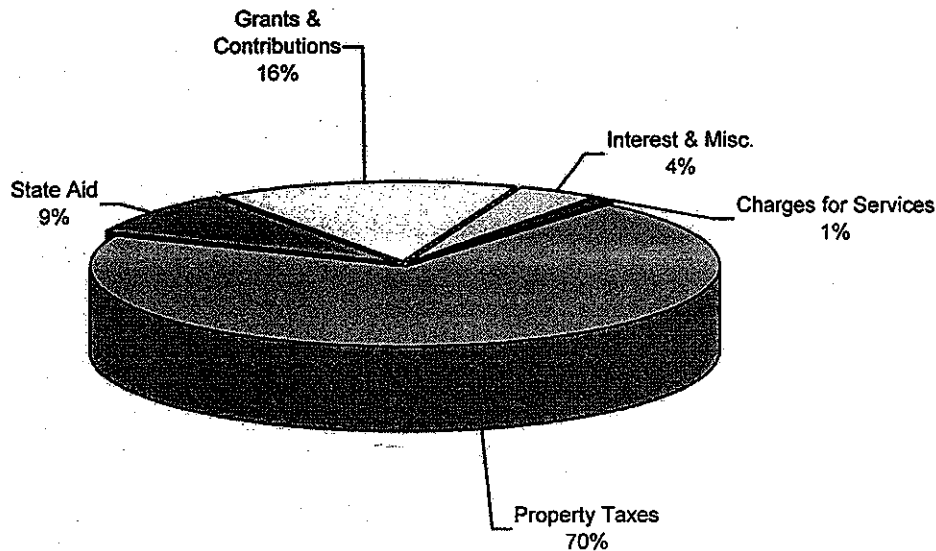
The district's total expenses were \$66,289,953; \$609,906 less in 2011-12 than 2010-11. Program revenues were \$9,731,668; \$3,977,079 lower in 2011-12 than 2010-11. General revenues were \$47,939,324; \$74,176 lower than 2010-11.

Table 2
Change in Net Assets
For the Year Ended June 30, 2012

	Governmental Activities			
	2010-11	2011-12	\$ Difference	% Difference
General Revenues				
Taxes Levied for General Purposes	\$ 33,665,754	\$ 33,136,065	\$ (529,689)	-1.57%
Taxes Levied for Debt Service	1,463,390	1,848,032	384,642	26.28%
Taxes Levied for Specific Purposes	5,340,547	5,318,438	(22,109)	-0.41%
Unrestricted Federal and State Aid	4,491,739	5,101,182	609,443	13.57%
Interest and Investment Earnings	574,277	484,766	(89,511)	-15.59%
Interagency Revenues	146,722	182,633	35,911	24.48%
Miscellaneous	2,331,071	1,868,208	(462,863)	-19.86%
Total General Revenues	48,013,500	47,939,324	(74,176)	-0.15%
Program Revenues				
Charges for Services	803,953	685,152	(118,801)	-14.78%
Operating Grants & Contributions	8,843,763	8,985,058	141,295	1.60%
Capital Grants & Contributions	4,061,031	61,458	(3,999,573)	0.00%
Total Program Revenues	13,708,747	9,731,668	(3,977,079)	-29.01%
Total Revenues	61,722,247	57,670,992	(4,051,255)	-6.56%
Expenses				
Instruction	36,374,906	35,046,880	(1,328,026)	-3.65%
Supervision of Instruction	1,093,407	1,013,542	(79,865)	-7.30%
Instructional Library, Media & Technology	625,857	523,900	(101,957)	-16.29%
School Administration	3,517,201	3,443,239	(73,962)	-2.10%
Pupil Support Services	1,738,783	1,667,160	(71,623)	-4.12%
Home-to-School Transportation	1,426,646	1,507,077	80,431	5.64%
Food Service	1,726,066	1,620,270	(105,796)	-6.13%
General Administration	3,664,494	5,577,323	1,912,829	52.20%
Plant Services	5,003,445	4,383,977	(619,468)	-12.38%
Ancillary Services	921,865	888,920	(32,945)	-3.57%
Community Services	121,132	133,670	12,538	10.35%
Enterprise activities	-	-	-	0.00%
Transfer Between Agencies	1,336,344	1,545,548	209,204	15.65%
Interest on Debt and Fiscal Charges	9,349,713	8,938,447	(411,266)	-4.40%
Total Expenses	66,899,859	66,289,953	(609,906)	-0.91%
Change in Net Assets	(5,177,612)	(8,618,961)	(3,441,349)	66.47%
Net Assets - Beginning	69,438,784	64,261,172	(5,177,612)	-7.46%
Net Assets - Ending	\$ 64,261,172	\$ 55,642,211	\$ (8,618,961)	-13.41%

The users of the District's programs paid \$685,152 of the cost. This revenue was generated through cafeteria sales of \$590,317, Transportation Fees of \$63,610, and other miscellaneous revenue of \$31,225. The federal and state governments subsidized certain programs with grants and contributions of \$8,985,058. Most of the governmental activities were paid with \$40,302,535 in property taxes, \$5,101,182 of unrestricted state aid based on the statewide education aid formula, and \$484,766 of investment earnings. The Miscellaneous Revenues of \$1,868,208 is comprised of a number of items, including interest revenue, facilities use fees, developer fees, Mello-Roos receipts and site co-curricular revenues.

Sources of Western Placer USD's Revenue for the 2011-12 Fiscal Year
Figure 1

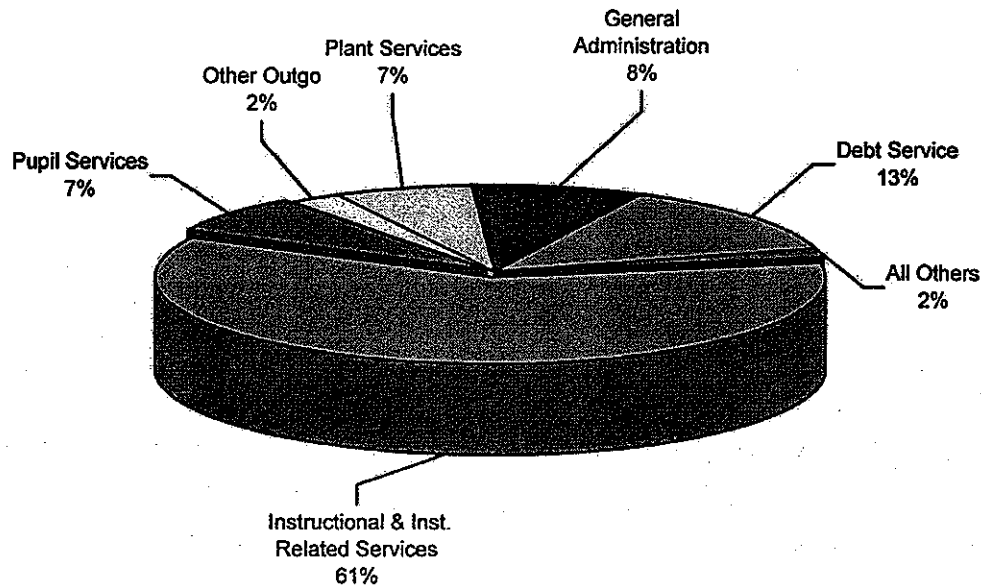


As reported in the Statement of Activities, the cost of all of the District's governmental activities this year was \$66,289,953.

Instruction, instructional library, media & technology, and pupil services expenses made up approximately 61% of total 2011-12 expenditures. This is a 4% decrease from the 65% expended in FY 2010-11. General administration accounted for approximately 8% of the expenditure budget, an increase of 3% over the prior year, and interest on debt and fiscal charges expenditures represented 13% of all outgo, a decrease of 1%. Plant maintenance and operations accounted for 7% of the expenditure budget, the same as the prior year.

Figure 2, on the next page, charts the District's expenditures for the 2011-12 school year.

Western Placer USD's Expenses for the Fiscal Year 2011-12
Figure 2



FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of \$32.7 million, a decrease of \$5.1 million from the previous fiscal year's combined ending balance of \$37.8 million. The funds with greatest changes were the Deferred Maintenance Fund (decrease of \$2.2 million due to transfer into the General Fund), Mello-Roos Fund (decrease of \$1.8 million), County School Facilities Fund (decrease of \$1.4 million) and the General Fund (decrease of \$500,000 plus the \$2.2 million transferred in from the Deferred Maintenance Fund).

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget regularly. Significant budget adjustments fell into the following categories:

- ◆ Budget revisions acknowledging the inclusion of restricted ending balances, deferred revenue, and carryover from the prior year.
- ◆ Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- ◆ Budget revisions to reflect salary settlements.
- ◆ Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund reflected a net decrease to the ending balance of approximately \$1.4 million. Actual audited activity reflected a net decrease to the ending balance of \$516k. The difference between the final budget and the actual ending balance is due primarily to revenues in excess of budget, and supply and operating expenditure budgets not being spent. This is not uncommon, particularly in categorical programs that carry balances over from year to year.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2011-12 fiscal year, the District had invested \$180.1 million in a broad range of capital assets, including school sites, school buildings, site improvements, vehicles, equipment, and work in progress regarding the construction of new schools. This amount represents a decrease of \$4 million from the previous fiscal year, which consists of additional capital outlay of \$400k net of deletions and depreciation expense in the current fiscal year of \$4.4 million.

Table 3
Capital Assets
(net of depreciation)

	2010-11	2011-12	\$ Difference	% Difference
Land	\$ 38,662,548	\$ 38,662,548	\$ -	0.00%
Site Improvement	1,437,498	1,339,493	(98,005)	-6.82%
Buildings	128,872,743	127,636,432	(1,236,311)	-0.96%
Equipment & Vehicles	2,162,349	1,948,507	(213,842)	-9.89%
Work in Progress (WIP)	13,052,832	10,547,133	(2,505,699)	-19.20%
Total	\$ 184,187,970	\$ 180,134,113	\$ (4,053,857)	-36.86%

The District did not begin or complete any major construction projects during 2011-12. Expenditures for Twelve Bridges High School make up the majority of the June 30, 2012 WIP balance.

Long-Term Debt

At June 30, 2012, the District had \$160,141,007 in long-term debt outstanding.

Table 4
Outstanding Liabilities
June 30, 2011 and 2012

	2011	2012
General Obligation Bonds	\$ 6,375,694	\$ 5,601,411
Accreted Interest on G.O. Bonds	8,355,322	9,081,090
Special Tax Bond	13,465,000	13,100,000
Other Post Employment Benefits	496,229	618,507
PARS	1,919,038	1,535,230
Compensated Absences	150,732	174,815
Certificates of Participation	129,600,000	129,990,000
Capital Leases	131,065	39,954
TOTAL	\$ 160,493,080	\$ 160,141,007

PARS represents the five-year payment of an early retirement incentive the District offered in 2010-11. Twenty-two employees took the opportunity to retire early under this plan. PARS debt represents just under 1% of the District's long-term liabilities at June 30, 2012. The General Obligation Bonds are financed by the local taxpayers and represent 3.5% of the District's long-term debt. Certificates of Participation (COPs) are defeased through Mello-Roos special taxes and developer fees. COPs represent an additional 81.2% of the District long-term debt.

FACTORS BEARING ON THE DISTRICT'S FUTURE

For several years, the District saw rapid growth as new housing developments were completed and new homeowners moved into our district. The housing crisis and the economic downturn have had a significant impact on this development. Enrollment in 2011-12 increased only 37 students (or .6%) over 2010-11. Enrollment has increased 5 students in 2012-13. The District anticipates that enrollment will remain relatively flat for the next few years but will increase steadily once developers begin building houses in Lincoln again.

In 2012-13, the District's effective cost of living adjustment (COLA) for revenue is 3.24%. However, the net COLA is zero because the State increased the deficit it applies to revenue limits from 19.754% to 22.272%. This means that the District receives less than 78% of the entitled revenue limit funds. Had Proposition 30 not passed in November 2012, additional reductions of \$441 per ADA would have been implemented by the State of California. Fortunately, this was not the case. Negotiations with collective bargaining groups for the year have all been finalized. Other District costs, most notably certificated health and welfare benefits, continue to increase.

The District made \$5.75 million in budget reductions for the 2012-13 year, which was composed of a combination of one-time and ongoing cuts. Additional reductions of over \$5 million are planned for 2013-14.

The state's budget crisis has had a serious impact to education funding. While all of the major governmental functions have taken cuts in budget over the past four years, only public K-12 education is now funded at a lower level than in 2007-08. The cuts to other areas have "vaporized" or have been restored in one way or another. Public education has a real, ongoing loss of nearly \$5.9 billion, or 12% of revenue limit funding. So, we continue to prepare for the worst and hope for the best.

The District's greatest challenge continues to be maintaining a viable relationship between its revenues and expenditures while at the same time expanding its infrastructure and services to address the educational needs of its existing and future students. The \$17 million recovered from the State in realization of the District's basic aid status will certainly aid in this, and the District will use these funds to take a balanced approach to budget cuts while maintaining a reserve of at least 3% for economic uncertainties.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Business Office, Western Placer Unified School District, 600 Sixth Street, Suite 400, Lincoln, CA 95648, (916) 645-6350.

BASIC FINANCIAL STATEMENTS

8.2.16

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF NET ASSETS

June 30, 2012

**Governmental
Activities**

ASSETS

Cash and investments (Note 2)	\$ 27,669,086
Receivables	7,545,813
Prepaid expenditures	6,678,015
Stores inventory	10,578
Non-depreciable capital assets (Note 4)	49,209,681
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>130,924,432</u>
Total assets	<u>222,037,605</u>

LIABILITIES

Accounts payable	6,208,602
Deferred revenue	45,785
Long-term liabilities (Note 5):	
Due within one year	2,156,540
Due after one year	<u>157,984,467</u>
Total liabilities	<u>166,395,394</u>

NET ASSETS

Invested in capital assets, net of related debt	25,353,280
Restricted (Note 6)	21,024,392
Unrestricted	<u>9,264,539</u>
Total net assets	<u>\$ 55,642,211</u>

See accompanying notes to financial statements.

8.2.17

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2012

		Program Revenues			Net (Expense) Revenue and Changes in Net Assets
	Expenses	Charges For Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities
Governmental activities (Note 4):					
Instruction	\$ 35,046,880	\$ -	\$ 5,510,008	\$ 61,458	\$ (29,475,414)
Instruction-related services:					
Supervision of instruction	1,013,542	-	407,469	-	(606,073)
Instructional library, media and technology	523,900	-	4,256	-	(519,644)
School site administration	3,443,239	-	90,058	-	(3,353,181)
Pupil services:					
Home-to-school transportation	1,507,077	63,610	499,065	-	(944,402)
Food services	1,620,270	590,317	1,035,794	-	5,841
All other pupil services	1,667,160	-	161,575	-	(1,505,585)
General administration:					
Data processing	1,137,212	-	2,938	-	(1,134,274)
All other general administration	4,440,111	31,225	341,825	-	(4,067,061)
Plant services	4,383,977	-	460,185	-	(3,923,792)
Ancillary services	888,920	-	330,469	-	(558,451)
Community services	133,670	-	8,610	-	(125,060)
Other outgo	1,545,548	-	132,806	-	(1,412,742)
Interest on long-term liabilities	8,938,447	-	-	-	(8,938,447)
Total governmental activities	\$ 66,289,953	\$ 685,152	\$ 8,985,058	\$ 61,458	(56,558,285)
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					33,136,065
Taxes levied for debt service					1,848,032
Taxes levied for other specific purposes					5,318,438
Federal and state aid not restricted to specific purposes					5,101,182
Interest and investment earnings					484,766
Interagency revenues					182,633
Miscellaneous					1,868,208
Total general revenues					47,939,324
Change in net assets					(8,618,961)
Net assets, July 1, 2011					64,261,172
Net assets, June 30, 2012					\$ 55,642,211

See accompanying notes to financial statements.

8.2.18

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BALANCE SHEET

GOVERNMENTAL FUNDS

June 30, 2012

	General Fund	Building Fund	County School Facilities Fund	Mello-Roos Fund	All Non-Major Funds	Total Govern- mental Funds
ASSETS						
Cash and Investments:						
Cash in County Treasury	\$ 4,672,396	\$ 1,692,980	\$ 3,886,699	\$ 13,019,526	\$ 1,363,179	\$ 24,634,780
Cash awaiting deposit	684	-	-	-	-	684
Cash in revolving fund	2,000	-	-	-	-	2,000
Cash with Fiscal Agent	-	-	-	3,031,622	-	3,031,622
Receivables	7,003,905	2,006	4,594	14,805	520,703	7,545,813
Prepaid expenditures	403,752	-	-	-	-	403,752
Stores inventory	-	-	-	-	10,578	10,578
Due from other funds	87,269	5,320,661	3,881,846	30	304,866	9,594,672
Total assets	<u>\$ 12,170,006</u>	<u>\$ 7,015,647</u>	<u>\$ 7,773,139</u>	<u>\$ 16,065,783</u>	<u>\$ 2,199,326</u>	<u>\$ 45,223,901</u>
LIABILITIES AND FUND BALANCES						
Liabilities:						
Accounts payable	\$ 2,759,781	\$ 14,777	\$ -	\$ 5,700	\$ 67,711	\$ 2,847,969
Deferred revenue	33,534	-	-	-	12,251	45,785
Due to other funds	-	4,186,712	5,124,643	-	283,317	9,594,672
Total liabilities	<u>2,793,315</u>	<u>4,201,489</u>	<u>5,124,643</u>	<u>5,700</u>	<u>363,279</u>	<u>12,488,426</u>
Fund balances:						
Nonspendable	405,753	-	-	-	10,578	416,331
Restricted	697,230	2,814,158	2,648,496	16,060,083	1,825,469	24,045,436
Unassigned	8,273,708	-	-	-	-	8,273,708
Total fund balances	<u>9,376,691</u>	<u>2,814,158</u>	<u>2,648,496</u>	<u>16,060,083</u>	<u>1,836,047</u>	<u>32,735,475</u>
Total liabilities and fund balances	<u>\$ 12,170,006</u>	<u>\$ 7,015,647</u>	<u>\$ 7,773,139</u>	<u>\$ 16,065,783</u>	<u>\$ 2,199,326</u>	<u>\$ 45,223,901</u>

See accompanying notes to financial statements.

8.2.19

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET -
TO THE STATEMENT OF NET ASSETS

June 30, 2012

Total fund balances - Governmental Funds \$ 32,735,475

Amounts reported for governmental activities in the statement of net assets 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 \$210,651,420 and the accumulated depreciation is \$30,517,307 (Note 4). 180,134,113

In governmental funds, debt issue costs are recognized as expenditures in the period they are incurred. In the government wide statements, debt issue costs are amortized over the life of debt. Unamortized debt issue costs included in prepaid expense on the statement of net assets are: 6,274,263

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statements, it is recognized in the period that it is incurred. (3,360,633)

Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at June 30, 2012 consisted of (Note 5):

Special Tax Bonds	\$ (13,100,000)	
General Obligation Bonds	(5,601,411)	
Accreted interest	(9,081,090)	
Certificates of Participation	(129,990,000)	
Capitalized lease obligations	(39,954)	
PARS	(1,535,230)	
Other postemployment benefits (Note 8)	(618,507)	
Compensated absences	<u>(174,815)</u>	
		<u>(160,141,007)</u>

Total net assets - governmental activities \$ 55,642,211

See accompanying notes to financial statements.

8.2.20

WESTERN PLACER UNIFIED SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES

GOVERNMENTAL FUNDS

For the Year Ended June 30, 2012

	General Fund	Building Fund	County School Facilities Fund	Mello-Roos Fund	All Non-Major Funds	Total Governmental Funds
Revenues:						
Revenue limit sources:						
State apportionment	\$ 10,062,799	\$ -	\$ -	\$ -	\$ -	\$ 10,062,799
Local sources	23,869,839	-	-	-	-	23,869,839
Total revenue limit	33,932,638	-	-	-	-	33,932,638
Federal sources	3,204,394	-	-	-	1,030,575	4,234,969
Other state sources	5,855,941	-	-	-	325,589	6,181,530
Other local sources	3,944,690	70,929	61,458	5,591,019	3,553,760	13,221,856
Total revenues	47,037,663	70,929	61,458	5,591,019	4,909,924	57,670,993
Expenditures:						
Certificated salaries	23,977,377	-	-	-	164,764	24,142,141
Classified salaries	6,822,670	27,504	-	-	872,399	7,722,573
Employee benefits	10,591,222	10,649	-	-	448,819	11,050,890
Books and supplies	2,128,235	1,343	2,628	-	886,132	3,018,561
Contract services and operating expenditures	3,945,396	27,783	-	624,851	151,037	4,749,067
Capital outlay	294,081	126,631	222,198	-	893,880	1,536,790
Other outgo	1,344,910	-	-	-	-	1,344,910
Debt service:						
Principal retirement	385,392	-	-	8,595,000	893,810	9,844,202
Interest	3,732	-	-	7,119,782	812,349	7,935,863
Total expenditures	49,493,015	193,910	224,826	16,339,856	5,093,190	71,344,797
Deficiency of revenues under expenditures	(2,455,352)	(122,981)	(163,368)	(10,748,837)	(183,266)	(13,673,804)
Other financing sources (uses):						
Operating transfers in	2,152,389	5,320,661	3,881,846	450,000	616,583	12,421,459
Operating transfers out	(213,226)	(4,207,464)	(5,124,643)	(77,719)	(2,798,407)	(12,421,459)
Proceeds from sale of bonds	-	-	-	8,620,000	-	8,620,000
Total other financing sources (uses)	1,939,163	1,113,197	(1,242,797)	8,992,281	(2,181,844)	8,620,000
Change in fund balances	(516,169)	980,216	(1,408,165)	(1,756,566)	(2,365,110)	(5,053,804)
Fund balances, July 1, 2011	9,892,880	1,823,942	4,054,661	17,816,639	4,201,157	37,789,279
Fund balances, June 30, 2012	\$ 9,376,691	\$ 2,814,158	\$ 2,646,496	\$ 16,060,083	\$ 1,836,047	\$ 32,735,475

See accompanying notes to financial statements.

8.2.21

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -
TO THE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2012

Net change in fund balances - Total Governmental Funds \$ (5,053,804)

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 assets (Note 4).	\$ 314,309	
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(3,695,648)	
If a planned capital project is canceled and will not be completed, costs previously capitalized as work-in-process must be written off to expense (Note 4).	(481,859)	
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).	(190,659)	
Issuance of long-term liabilities is an other financing source in the governmental funds, but increases the long-term liabilities in the statement of net assets (Note 5).	(8,620,000)	
Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net assets (Note 5).	9,844,202	
Amortization of costs associated with the issuance of liabilities are not uses of financial sources and, therefore, are not reported as expenditures in governmental funds.	413,444	
Accreted interest is not accrued in the governmental funds, but is recognized over the life of the debt in the government-wide financial statements (Note 5).	(725,768)	
Unmatured interest on long-term liabilities is not recorded in the governmental funds until it becomes due, but increases the liabilities in the statement of net assets.	(276,817)	
In the statement of activities, expenses related to other postemployment benefits and compensated absences are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Notes 5 and 8).	(146,361)	(3,565,157)
Change in net assets of governmental activities		<u>\$ (8,618,961)</u>

See accompanying notes to financial statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET ASSETS

TRUST AND AGENCY FUNDS

June 30, 2012

	<u>Trust Funds</u>		<u>Agency Fund</u>	
	<u>Scholarship</u>	<u>Retiree Benefits</u>	<u>Student Body</u>	<u>Total</u>
ASSETS				
Cash and investments (Note 2):				
Cash in County Treasury	\$ 161,245	\$ 6,480	\$ -	\$ 167,725
Cash on hand and in banks	-	-	274,470	274,470
Receivables	<u>191</u>	<u>7</u>	<u>-</u>	<u>198</u>
Total assets	<u>161,436</u>	<u>6,487</u>	<u>274,470</u>	<u>442,393</u>
LIABILITIES				
Due to student groups	<u>-</u>	<u>-</u>	<u>274,470</u>	<u>274,470</u>
NET ASSETS				
Restricted (Note 6)	<u>\$ 161,436</u>	<u>\$ 6,487</u>	<u>\$ -</u>	<u>\$ 167,923</u>

See accompanying notes to financial statements.

8.2.23

WESTERN PLACER UNIFIED SCHOOL DISTRICT
STATEMENT OF CHANGE IN FIDUCIARY NET ASSETS
FIDUCIARY FUNDS

For the Year Ended June 30, 2012

	<u>Trust Funds</u>		
	<u>Scholarship</u>	<u>Retiree Benefits</u>	<u>Total</u>
Operating revenues:			
Other local sources	\$ 2,513	\$ 100	\$ 2,613
Operating expenditures:			
Contract services and operating expenditures	3,325	-	3,325
Change in net assets	(812)	100	(712)
Net assets, July 1, 2011	162,248	6,387	168,635
Net assets, June 30, 2012	<u>\$ 161,436</u>	<u>\$ 6,487</u>	<u>\$ 167,923</u>

See accompanying notes to financial statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Western Placer Unified School District (the "District") 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 District 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

The Board of Education is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

Mello-Roos Community Facilities District

The District and the Mello-Roos Community Facilities District (the "CFD") have a financial and operational relationship that meets the reporting entity definition criteria of GASB Codification Section 2100, *The Financial Reporting Entity*, for inclusion of the CFD as a blended component unit of the District. Accordingly, the financial activities of the CFD have been included in the financial statements of the District within the Mello-Roos Fund, a capital projects fund. Special tax bonds issued by the CFD are included in long-term liabilities on the government-wide financial statements.

Scope of Public Service

The CFD was created for the sole purpose of financially assisting the District. The CFD is a community facilities district pursuant to the provisions of the Mello-Roos Community Facilities Act of 1982, as amended by Title 5, Division 2, Part 1, Chapter 2.5 of the California Government Code established March 30, 1989. The CFD was formed to provide financing assistance to the District for construction, rehabilitation and acquisition of major capital facilities.

Western Placer Unified School District Financing Corporation

The District and the Western Placer Unified School District Financing Cooperation (the Corporation) have a financial and operational relationship that meets the reporting entity definition criteria of GASB Codification Section 2100, *The Financial Reporting Entity*, for inclusion of the Corporation as a blended component unit of the District. Accordingly, the financial activities of the Corporation have been included in the general-purpose financial statements of the District within the Building Fund, a capital projects fund. The certificates of participation issued by the Corporation are included in long-term liabilities on the government-wide financial statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Western Placer Unified School District Financing Corporation (Continued)

Scope of Public Service

The Corporation was created in June 1998 for the sole purpose of financially assisting the District.

Basis of Presentation - Financial Statements

The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

Basis of Presentation - Government-Wide Financial Statements

The Statement of Net Assets and the Statement of Activities displays information about the reporting government as a whole. Fiduciary funds are not included in the government-wide financial statements. Fiduciary funds are reported only in the Statement of Fiduciary Net Assets and the Statement of Change in Fiduciary Net Assets at the fund financial statement level.

The Statement of Net Assets 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.

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of indirect expenses: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Depreciation expense is specifically identified by function and is included in the direct expense of each function. Interest on general long-term liabilities is considered an indirect expense and is reported separately on the Statement of Activities.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into two broad categories which, in aggregate, include six fund types as follows:

A - Governmental Fund Types

1. General Fund:

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The activities of the Special Reserve for Other Than Capital Outlay Fund have been included in the General Fund for financial reporting purposes.

2. Special Revenue Funds:

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This classification includes the Adult Education, Child Development, Cafeteria and Deferred Maintenance Funds.

3. Capital Projects Funds:

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building, County School Facilities, Mello-Roos, Capital Facilities and Special Reserve Funds.

4. Debt Service Funds:

The Debt Service Funds are used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. This classification includes the Bond Interest and Redemption and Mello-Roos Debt Service Funds.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Fund Accounting (Continued)

B - Fiduciary Funds

1. Trust Fund:

The Trust Funds are used to account for assets held by the District as Trustee. The District maintains two expendable trust funds, the Scholarship Trust, which is to be used to provide financial assistance to students of the District, and the Retiree Benefits Fund, which is used by the District to reserve for funds to pay for retiree benefits.

2. Agency Funds:

Student Body Funds are used to account for revenues and expenditures of the various student body organizations. All cash activity, assets and liabilities of the various student bodies of the District are accounted for in Student Body Funds.

Basis of Accounting

Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the basic financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual

Both governmental and business-type 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 Education must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Education complied with these requirements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cafeteria Food Purchases

Cafeteria purchases include food purchased through the State of California Office of Surplus Property, for which the District is required to pay only a handling charge. The state does not require the Cafeteria Fund to record the fair market value of these commodities. The expenditures for these items would have been greater had the District paid fair market value for the government surplus food commodities.

Prepaid Debt Issuance Cost

Included in the Statement of Net Assets is \$6,274,263 of prepaid debt issuance costs. Prepaid debt issuance cost are amortized over the life of the debt. Amortization of \$171,618 was recognized in the current year in the Statement of Activities.

Capital Assets

Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at fair market value as of the date received. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 5 - 50 years depending on asset types.

Compensated Absences

Compensated absences totaling \$174,815 are recorded as a liability of the District. The liability is for the earned but unused benefits.

Accumulated Sick Leave

Sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as a operating expenditure or expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits for certain STRS and CalPERS employees, when the employee retires.

Deferred Revenue

Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as deferred revenue until earned.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Restricted Net Assets

Restrictions of the ending net assets indicate the portions of net assets not appropriable for expenditure or amounts legally segregated for a specific future use. The restriction for unspent categorical program revenues represent programs where the revenue received is restricted for expenditures only in that particular program. The restriction for special revenues represents the portion of net assets restricted for special purposes. The restriction for debt service repayments represents the portion of net assets which the District plans to expend on debt repayment. The restriction for capital projects represents the portion of net assets restricted for capital projects. The restriction for scholarships represents the portion of net assets to be used to provide financial assistance to students of the District. The restriction for retiree benefits represents the portion of net assets to be used by the District to pay for retiree benefits. It is the District's policy to use restricted net assets first when allowable expenditures are incurred.

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 revolving fund cash, prepaid expenditures and stores inventory.

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 assets as reported in the government-wide and fiduciary trust fund statements.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Classifications (Continued)

C - Committed Fund Balance:

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Education. 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 Education is required to remove any commitment from any fund balance. At June 30, 2012, the District had no committed fund balances.

D - Assigned Fund Balance:

The assigned fund balance classification reflects amounts that the District's Board of Education has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Education can designate personnel with the authority to assign fund balances, however, as of June 30, 2012, no such designation has occurred. At June 30, 2012, the District had no assigned fund balances.

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 District 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 Education. At June 30, 2012, the District has established a minimum General Fund fund balance policy of 5% of General Fund total outgo. As of June 30, 2012, the District has an unassigned balance of \$8,273,708 or 16.7%.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property Taxes

Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of Placer bills and collects taxes for the District. Tax revenues are recognized by the District when received.

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. All encumbrances are liquidated as of June 30.

Eliminations and Reclassifications

In the process of aggregating data for the Statement of Net Assets and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates

The preparation of basic 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.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

2. CASH AND INVESTMENTS

Cash and investments at June 30, 2012 are reported at fair value and consisted of the following:

	Governmental Activities	Fiduciary Activities
Pooled Fund:		
Cash in County Treasury	\$ 24,634,780	\$ 167,725
Cash awaiting deposit	684	-
Deposits:		
Cash on hand and in banks	-	274,470
Cash in revolving fund	2,000	-
Investments:		
Cash with Fiscal Agent	<u>3,031,622</u>	<u>-</u>
Total cash and investments	<u>\$ 27,669,086</u>	<u>\$ 442,195</u>

Pooled Funds

In accordance with Education Code Section 41001, the District 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 District's deposits are maintained in a recognized pooled investment fund under the care of a third party and the District's share of the pooled investment fund does not consist of specific, identifiable investment securities owned by the District, no disclosure of the individual deposits and investments or related custodial credit risk classifications is required.

In accordance with applicable state laws, the Placer County Treasurer may invest in derivative securities. However, at June 30, 2012, 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 - Deposits

The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Under Section 343 of the Dodd-Frank Wall Street Reform and Consumer Protection Act, interest-bearing cash balances held in banks are insured up to \$250,000 and noninterest-bearing cash balances held in banks are fully insured by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2012, the carrying amount of the District's accounts was \$82,619 and the bank balance was \$107,510, all of which was insured.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

2. CASH AND INVESTMENTS (Continued)

Deposits - Custodial Credit Risk - Deposits - (Continued)

Cash balances held in credit unions are insured by the National Credit Union Association. At June 30, 2012, the carrying amount of the District's accounts was \$193,851 and the bank balance was \$208,228, all of which was insured.

Investments

The Cash with Fiscal Agent of \$3,031,622 in the Mello-Roos Fund represents debt proceeds that have been set aside for capital projects and the repayment of long-term liabilities. These amounts are held by a third party custodian in the District's name.

Interest Rate Risk

The District 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, 2012, the District had no significant interest rate risk related to cash and investments held.

Credit Risk

The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk

The District does not place limits on the amount it may invest in any one issuer. At June 30, 2012, the District had no concentration of credit risk.

3. INTERFUND TRANSACTIONS

Interfund Activity

Transactions between funds of the District are recorded as interfund transfers, except for the Self-Insurance Fund activity which is recorded as income and expenditures of the Self-Insurance Fund and the funds which incur payroll costs, respectively. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

3. INTERFUND TRANSACTIONS (Continued)

Interfund Receivables/Payables

Individual interfund receivable and payable balances at June 30, 2012 were as follows:

<u>Fund</u>	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Major Fund:		
General	\$ 87,269	\$ -
Building	5,320,661	4,186,712
County School Facilities	3,881,846	5,124,643
Mello-Roos	30	-
Non-Major Funds:		
Adult Education	-	6,685
Cafeteria	-	76,837
Deferred Maintenance	-	3,747
Special Reserve	304,866	196,018
Mello-Roos Debt Service	-	30
Totals	<u>\$ 9,594,672</u>	<u>\$ 9,594,672</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

3. INTERFUND TRANSACTIONS (Continued)

Interfund Transfers

Interfund transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Interfund transfers for the 2011-2012 fiscal year were as follows:

Transfer from the County School Facilities Fund to the Building Fund for allocation of cash.	\$ 5,124,643
Transfer from the Building Fund to the County School Facilities Fund for cash transfers related to projects.	3,881,846
Transfer from the Deferred Maintenance Fund to the General Fund for cash transfers.	2,055,177
Transfer from the Capital Facilities Fund to the Mello-Roos Fund for year-end cash transfers.	450,000
Transfer from the Building Fund to the Special Reserve Fund to transfer expenses to the proper fund.	325,618
Transfer from the Special Reserve Fund to the Building Fund for a cash transfer related to the Glen Edwards Middle School fire that occurred in October 2010.	196,018
Transfer from the General Fund to the Adult Education Fund for revenue allocation and cash transfers.	139,816
Transfer from the Mello-Roos Fund to the Mello-Roos Debt Service Fund for cash transfers.	77,719
Transfer from the Cafeteria Fund to the General Fund for indirect costs.	76,804
Transfer from the General Fund to the Special Reserve Fund for revenue and expenditure allocation.	73,410
Transfer from the Child Development Fund to the General Fund for indirect costs.	11,923
Transfer from the Adult Education Fund to the General Fund for indirect costs.	<u>8,485</u>
	<u>\$ 12,421,459</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

4. CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2012 is shown below:

	Balance July 1, 2011	Transfers and Additions	Transfers and Deductions	Balance June 30, 2012
<u>Governmental Activities</u>				
Non-depreciable:				
Land	\$ 38,662,548	\$ -	\$ -	\$ 38,662,548
Work-in-process	13,052,832	25,000	2,530,699	10,547,133
Depreciable:				
Buildings	152,229,724	2,048,840	329,846	153,948,718
Equipment	4,716,255	289,309	379,724	4,625,840
Site improvements	<u>2,867,181</u>	<u>-</u>	<u>-</u>	<u>2,867,181</u>
Totals, at cost	<u>211,528,540</u>	<u>2,363,149</u>	<u>3,240,269</u>	<u>210,651,420</u>
Less accumulated depreciation:				
Buildings	(23,356,981)	(3,187,247)	(231,942)	(26,312,286)
Equipment	(2,553,906)	(410,396)	(286,969)	(2,677,333)
Site improvements	<u>(1,429,683)</u>	<u>(98,005)</u>	<u>-</u>	<u>(1,527,688)</u>
Total accumulated depreciation	<u>(27,340,570)</u>	<u>(3,695,648)</u>	<u>(518,911)</u>	<u>(30,517,307)</u>
Capital assets, net	<u>\$ 184,187,970</u>	<u>\$ (1,332,499)</u>	<u>\$ 2,721,358</u>	<u>\$ 180,134,113</u>

Depreciation expense was charged to governmental activities as follows:

Instruction	\$ 3,352,000
Site administration	2,000
Home-to-School transportation	303,245
Food services	16,934
General administrative	4,242
Centralized data processing	6,000
Plant services	<u>11,227</u>
Total depreciation expense	<u>\$ 3,695,648</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

5. LONG-TERM LIABILITIES

Special Tax Bonds

In 2005, the District issued Community Facilities District No. 1 Special Tax Bonds in the amount of \$15,000,000, to pay for the acquisition and construction of certain school facilities. The bonds bear interest rates ranging from 3.0% to 5.0% and are scheduled to mature in September 2034.

Scheduled payments on Series 2005 Special Tax Bond are as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 380,000	\$ 560,946	\$ 940,946
2014	390,000	548,190	938,190
2015	405,000	534,521	939,521
2016	420,000	519,034	939,034
2017	435,000	501,934	936,934
2018-2022	2,450,000	2,229,169	4,679,169
2023-2027	2,985,000	1,673,321	4,658,321
2028-2032	3,690,000	943,544	4,633,544
2033-2035	<u>1,945,000</u>	<u>123,625</u>	<u>2,068,625</u>
	<u>\$ 13,100,000</u>	<u>\$ 7,634,284</u>	<u>\$ 20,734,284</u>

General Obligation Bonds

In 1999, the District issued General Obligation Bonds in the amount of \$15,052,284, to construct, repair and expand local schools. Repayment of the bonds will be made from property taxes levied. The bonds bear interest rates ranging from 4.6% to 6.05% and are scheduled to mature in June 2019.

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 785,308	\$ 919,692	\$ 1,705,000
2014	794,898	1,045,102	1,840,000
2015	810,899	1,189,101	2,000,000
2016	821,052	1,328,948	2,150,000
2017	832,116	1,492,884	2,325,000
2018-2019	<u>1,557,138</u>	<u>3,197,862</u>	<u>4,755,000</u>
	<u>\$ 5,601,411</u>	<u>\$ 9,173,589</u>	<u>\$ 14,775,000</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COPs)

In June 2008, the District issued \$32,370,000 Refinancing Project COPs, with interest rates ranging from 3.4% to 5.0%, maturing in 2048. The 2008 refinancing COPs was used to pay the 2003 Series A COPs and the 2003 Series B COPs. In August 2008, the District issued \$36,725,000 Refinancing Project COPs, with interest rates ranging from 4.0% to 5.13%, maturing in 2048. The 2008B refinancing COPs was used to pay the 2004 Series A COPs. In December 2009, the District issued \$53,035,000 Refinancing Project COPs, with interest rates ranging from 3.0% to 5.75%, maturing in 2050. The 2009 refinancing COPs was used to pay the 2006 Series B COPs. In November 2011, the District issued \$8,620,000 Refinancing Project COPs, with interest rates between 2.0% and 5.2% and maturing in 2042, for the advance refunding of the District's 2006 Series A COPs.

The 2008, Refinancing Project COPs matured as follows:

<u>Year Ended</u> <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ -	\$ 1,569,505	\$ 1,569,505
2014	-	1,569,505	1,569,505
2015	-	1,569,505	1,569,505
2016	95,000	1,567,890	1,662,890
2017	95,000	1,564,613	1,659,613
2018-2022	2,675,000	7,577,662	10,252,662
2023-2027	3,280,000	6,837,611	10,117,611
2028-2032	1,205,000	6,371,244	7,576,244
2033-2037	2,200,000	5,956,881	8,156,881
2038-2042	12,715,000	4,044,125	16,759,125
2043-2047	10,050,000	1,007,500	11,057,500
2048	<u>55,000</u>	<u>1,375</u>	<u>56,375</u>
	<u>\$ 32,370,000</u>	<u>\$ 39,637,416</u>	<u>\$ 72,007,416</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COPs) (Continued)

The 2008, Series B COPs matured as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ -	\$ 1,843,194	\$ 1,843,194
2014	-	1,843,194	1,843,194
2015	-	1,843,194	1,843,194
2016	210,000	1,837,944	2,047,944
2017	210,000	1,827,444	2,037,444
2018-2022	1,420,000	8,975,528	10,395,528
2023-2027	1,550,000	8,545,748	10,095,748
2028-2032	1,795,000	8,296,988	10,091,988
2033-2037	4,810,000	7,421,569	12,231,569
2038-2042	10,330,000	5,557,180	15,887,180
2043-2047	13,310,000	2,564,840	15,874,840
2048	<u>3,090,000</u>	<u>79,181</u>	<u>3,169,181</u>
	<u>\$ 36,725,000</u>	<u>\$ 50,636,004</u>	<u>\$ 87,361,004</u>

The 2009, Refinancing Project COPs matured as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 245,000	\$ 2,822,414	\$ 3,067,414
2014	350,000	2,813,489	3,163,489
2015	365,000	2,802,764	3,167,764
2016	250,000	2,792,914	3,042,914
2017	240,000	2,784,039	3,024,039
2018-2022	1,915,000	13,707,295	15,622,295
2023-2027	4,710,000	13,114,106	17,824,106
2028-2032	7,525,000	11,376,695	18,901,695
2033-2037	8,385,000	9,070,630	17,455,630
2038-2042	550,000	8,080,475	8,630,475
2043-2047	8,700,000	7,262,251	15,962,251
2048-2050	<u>19,040,000</u>	<u>1,867,887</u>	<u>20,907,887</u>
	<u>\$ 52,275,000</u>	<u>\$ 78,494,959</u>	<u>\$130,769,959</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

5. LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COPs) (Continued)

The 2011, Refinancing Project COPs matured as follows:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2013	\$ 170,000	\$ 397,410	\$ 567,410
2014	155,000	402,456	557,456
2015	160,000	397,732	557,732
2016	165,000	392,857	557,857
2017	170,000	387,832	557,832
2018-2022	355,000	1,880,535	2,235,535
2023-2027	490,000	1,846,860	2,336,860
2028-2032	2,680,000	1,381,759	4,061,759
2033-2037	1,860,000	875,693	2,735,693
2038-2042	<u>2,415,000</u>	<u>327,211</u>	<u>2,742,211</u>
	<u>\$ 8,620,000</u>	<u>\$ 8,290,345</u>	<u>\$ 16,910,345</u>

Capitalized Lease Obligations

The District leases various buildings and equipment under agreements that have been capitalized and recorded as a long term liability in the financial statements. The District will receive no sublease rental revenues nor pay any contingent rentals for this equipment. The following is a schedule of future lease payments:

<u>Year Ending June 30,</u>	<u>Lease Payments</u>
2013	\$ 18,316
2014	18,316
2015	<u>4,888</u>
Total payments	41,520
Less amount representing interest	<u>(1,566)</u>
Net minimum lease payments	<u>\$ 39,954</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS (Continued)

5. LONG-TERM LIABILITIES (Continued)

PARS Supplementary Retirement Plan

The District implemented a Public Agency Retirement System (PARS) Supplementary Retirement Plan, which was available to employees that satisfied all the requirements outlined in the execution agreement with an effective date of April 5, 2011. There are 33 participants in the Plan. The District will make non-elective employer contributions to the participants' 403(b) annuity contract held with Pacific Life Insurance Company. The following is a schedule of the future payments for the PARS Supplementary Retirement Plan:

<u>Year Ending June 30,</u>	<u>Annual Payments</u>
2013	\$ 383,808
2014	383,808
2015	383,807
2016	<u>383,807</u>
Total payments remaining	<u>\$ 1,535,230</u>

Schedule of Changes in Long-Term Liabilities

A schedule of changes in long-term liabilities for the year ended June 30, 2012 is shown below:

	<u>Balance July 1, 2011</u>	<u>Additions</u>	<u>Deletions</u>	<u>Balance June 30, 2012</u>	<u>Amounts Due Within One Year</u>
Governmental activities:					
Special Tax Bonds	\$ 13,465,000	\$ -	\$ 365,000	\$ 13,100,000	\$ 380,000
General Obligation Bonds	6,375,894	-	774,283	5,601,411	785,308
Accreted interest	8,355,322	725,768	-	9,081,090	-
Certificates of Participation	129,800,000	8,620,000	8,230,000	129,990,000	415,000
Capitalized lease obligations	131,065	-	91,111	39,954	17,609
PARS	1,919,038	-	383,808	1,535,230	383,808
Other postemployment benefits (Note 8)	496,229	349,502	227,224	618,507	-
Compensated absences	<u>150,732</u>	<u>24,083</u>	<u>-</u>	<u>174,815</u>	<u>174,815</u>
Total	<u>\$ 160,493,080</u>	<u>\$ 9,719,353</u>	<u>\$ 10,071,428</u>	<u>\$ 180,141,007</u>	<u>\$ 2,158,540</u>

Payments on the Special Tax Bonds are made from the Mello-Roos Fund. Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the Certificates of Participation are made from the Mello-Roos Fund. Payments on the capitalized lease obligations are made from the General, Child Development and Mello-Roos Debt Service Funds. Payments for the PARS are made from the General Fund. Payments for the other postemployment benefits and the compensated absences are made from the fund for which the related employee worked.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

6. NET ASSETS / FUND BALANCES

Restricted net assets consisted of the following at June 30, 2012:

	<u>Governmental Activities</u>	<u>Fiduciary Funds</u>
Restricted for unspent categorical program revenues	\$ 697,230	\$ -
Restricted for special revenues	260,615	-
Restricted for capital projects	18,777,308	-
Restricted for debt service	1,289,239	-
Restricted for scholarships	-	161,436
Restricted for retiree benefits	-	6,487
	<u>\$ 21,024,392</u>	<u>\$ 167,923</u>
Total restricted net assets	<u>\$ 21,024,392</u>	<u>\$ 167,923</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

6. NET ASSETS / FUND BALANCES (Continued)

Fund balances, by category, at June 30, 2012 consisted of the following:

	General Fund	Building Fund	County School Facilities Fund	Mello-Roos Fund	All Non-Major Funds	Total
Nonspendable:						
Revolving cash fund	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Prepaid expenses	403,753	-	-	-	-	403,753
Stores inventory	-	-	-	-	10,578	10,578
Subtotal nonspendable	405,753	-	-	-	10,578	416,331
Restricted:						
Unspent categorical revenues	697,230	-	-	-	-	697,230
Special revenue	-	-	-	-	250,037	250,037
Capital projects	-	2,814,158	2,648,496	16,060,083	286,193	21,808,930
Debt service	-	-	-	-	1,289,239	1,289,239
Subtotal restricted	697,230	2,814,158	2,648,496	16,060,083	1,825,469	24,045,436
Unassigned:						
Designated for economic uncertainty	1,499,954	-	-	-	-	1,499,954
Undesignated	6,773,754	-	-	-	-	6,773,754
Subtotal unassigned	8,273,708	-	-	-	-	8,273,708
Total fund balances	\$ 9,376,691	\$ 2,814,158	\$ 2,648,496	\$ 16,060,083	\$ 1,836,047	\$ 32,735,475

8.2.44

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

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 District 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.

Funding Policy

Active plan members are required to contribute 7% of their salary and the District 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 2011-2012 was 10.923% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to CalPERS for the fiscal years ending June 30, 2010, 2011 and 2012 were \$655,466, \$750,389 and \$706,932 respectively, and equal 100% of the required contributions for each year.

State Teachers' Retirement System (STRS)

Plan Description

The District 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.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

7. EMPLOYEE RETIREMENT SYSTEMS (Continued)

Plan Description and Provisions (Continued)

State Teachers' Retirement System (STRS) (Continued)

Funding Policy

Active plan members are required to contribute 8% of their salary. The required employer contribution rate for fiscal year 2011-2012 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The District's contributions to STRS for the fiscal years ending June 30, 2010, 2011 and 2012 were \$2,068,985, \$2,083,867 and \$1,967,588, respectively, and equal 100% of the required contributions for each year.

8. OTHER POSTEMPLOYMENT BENEFITS

In addition to the pension benefits described in Note 7, the District provides postretirement health care benefits to certificated employees (under three distinct agreements between the District and the Western Placer Teachers Association) and classified employees (under an agreement between the District and the Western Placer Classified Employees Association) as follows:

- A. The District pays the full cost of health care benefits to age 65 for employees who retired prior to June 30, 1990 and had reached age 60. The full cost of benefits is limited to the amount the District was paying as of June 30, 1990. After age 65, the District continues to pay 50% of the current certificate cap and the retiree pays the remainder. As of June 30, 2012, there were 7 retirees receiving benefits under this agreement.
- B. The District's certificated retirees who had at least fifteen years of service and had reached a minimum age of 55 and retire after July 1, 2001 receive up to \$6,455 per year in health care benefits for a maximum of 10 years or until age 65, whichever comes first. As of June 30, 2012, there were 21 retired employees receiving benefits under this agreement.
- C. The District pays up to \$2,775 per year in healthcare benefits for classified employees who had at least fifteen years of service and had reached age 55 and retired after July 1, 2003. These benefits cease after a maximum of five years or at age 65, whichever comes first. As of June 30, 2012, there were 5 retired employees receiving benefits under this agreement.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

8. OTHER POSTEMPLOYMENT BENEFITS (Continued)

The District's annual other postemployment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Cod. Sec. P50.108-.109. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial liabilities (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost for the year, the amount actually contributed to the plan, and changes in the District's net OPEB obligation:

Annual required contribution	\$ 305,790
Interest on net OPEB obligation	37,763
Adjustment to annual required contribution	<u>5,949</u>
Annual OPEB cost (expense)	349,502
Contributions made	<u>(227,224)</u>
Change in net OPEB obligation	122,278
Net OPEB obligation - beginning of year	<u>496,229</u>
Net OPEB obligation - end of year	<u>\$ 618,507</u>

The District's annual OPEB cost, the percentage of annual OPEB cost contributed to the plan, and the net OPEB obligation for the year ended June 30, 2012 and preceding two years were as follows:

<u>Fiscal Year Ended</u>	<u>Annual OPEB Cost</u>	<u>Percentage of Annual OPEB Cost Contributed</u>	<u>Net OPEB Obligation</u>
June 30, 2010	\$ 391,492	52%	\$ 2,636,032
June 30, 2011	\$ 440,873	585%	\$ 496,229
June 30, 2012	\$ 349,502	65%	\$ 618,507

As of June 30, 2011, the most recent actuarial valuation date, the plan was partially funded. The actuarial accrued liability for benefits was \$3.1 million and the actuarial value of plan assets was \$2.6 million, resulting in an unfunded liability of \$0.5 million. The covered payroll (annual payroll of active employees covered by the Plan) was \$30.3 million, and the ratio of the UAAL to the covered payroll was 2 percent.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

8. OTHER POSTEMPLOYMENT BENEFITS (Continued)

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, shown above, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and the plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the June 30, 2011 actuarial valuation, the entry age actuarial cost method was used. The actuarial assumptions included a 7.61 percent investment rate (net of administrative expenses), which is a blended rate of the expected long-term investment returns on plan assets and on the employer's own investments calculated based on the funded level of the plan on the valuation date, and an annual healthcare cost trend rate of 4.0 percent. The actuarial value of assets was determined using a 15 year smoothing formula with a 20% corridor around market value, based on the market value of the assets as of June 30, 2011.

9. JOINT POWERS AGREEMENT

Schools Insurance Group

The District is a member with other school districts of a Joint Powers Authority, Schools Insurance Group (SIG), for the operation of a common risk management and insurance program for property and liability coverage. The following is a summary of financial information for SIG at June 30, 2012:

Total assets	\$ 80,723,208
Total liabilities	\$ 28,539,729
Total net assets	\$ 52,183,479
Total revenues	\$ 78,964,495
Total expenses	\$ 79,076,550
Change in net assets	\$ (112,055)

The relationship between the District and the Joint Powers Authority is such that the Joint Powers Authority is not component unit of the District for financial reporting purposes.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO BASIC FINANCIAL STATEMENTS

(Continued)

10. CONTINGENCIES

The District 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 District.

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in expenditure disallowances under terms of the grants, it is management's opinion that any required reimbursements of future revenue offsets subsequently determined will not have a material effect on the District's financial position or results of operations.

11. SUBSEQUENT EVENTS

On September 18, 2012, the District issued \$8,000,000 of Tax and Revenue Anticipation Notes (TRANS). The TRANS mature on May 31, 2013, and yield 2.00 percent interest. The TRANS were sold to supplement cash flow and are repaid from taxes, income, revenue, cash receipts and other monies received by or accruing to the General Fund of the District during the fiscal year.

REQUIRED SUPPLEMENTARY INFORMATION

WESTERN PLACER UNIFIED SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

For the Year Ended June 30, 2012

	<u>Budget</u>		<u>Actual</u>	<u>Variance Favorable (Unfavorable)</u>
	<u>Original</u>	<u>Final</u>		
Revenues:				
Revenue limit sources:				
State apportionment	\$ 13,069,737	\$ 10,640,012	\$ 10,062,799	\$ (577,213)
Local sources	<u>21,223,845</u>	<u>23,265,830</u>	<u>23,869,839</u>	<u>604,009</u>
Total revenue limit	<u>34,293,582</u>	<u>33,905,842</u>	<u>33,932,638</u>	<u>26,796</u>
Federal sources	3,090,622	3,327,696	3,204,394	(123,302)
Other state sources	5,113,203	5,757,208	5,955,941	198,733
Other local sources	<u>3,152,441</u>	<u>3,557,888</u>	<u>3,944,690</u>	<u>386,802</u>
Total revenues	<u>45,649,848</u>	<u>46,548,634</u>	<u>47,037,663</u>	<u>489,029</u>
Expenditures:				
Certificated salaries	24,260,705	24,050,658	23,977,377	73,281
Classified salaries	7,025,415	6,876,218	6,822,670	53,548
Employee benefits	10,928,231	10,664,987	10,591,222	73,765
Books and supplies	2,879,729	2,199,361	2,128,235	71,126
Contract services and operating expenditures	4,080,136	4,193,279	3,945,396	247,883
Capital outlay	251,383	241,955	294,081	(52,126)
Other outgo	1,416,579	1,342,894	1,344,910	(2,016)
Debt service:				
Principal retirement	4,716	394,075	385,392	8,683
Interest	<u>973</u>	<u>3,267</u>	<u>3,732</u>	<u>(465)</u>
Total expenditures	<u>50,847,867</u>	<u>49,966,694</u>	<u>49,493,015</u>	<u>473,679</u>
Deficiency of revenues under expenditures	<u>(5,198,019)</u>	<u>(3,418,060)</u>	<u>(2,455,352)</u>	<u>962,708</u>
Other financing sources (uses):				
Operating transfers in	102,867	2,163,462	2,152,389	(11,073)
Operating transfers out	<u>(128,169)</u>	<u>(132,812)</u>	<u>(213,226)</u>	<u>(80,414)</u>
Total other financing sources (uses)	<u>(25,302)</u>	<u>2,030,650</u>	<u>1,939,163</u>	<u>(91,487)</u>
Change in fund balance	(5,223,321)	(1,387,410)	(516,189)	871,221
Fund balance, July 1, 2011	<u>9,892,880</u>	<u>9,892,880</u>	<u>9,892,880</u>	
Fund balance, June 30, 2012	<u>\$ 4,669,559</u>	<u>\$ 8,505,470</u>	<u>\$ 9,376,691</u>	<u>\$ 871,221</u>

See accompanying notes to required supplementary information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF OTHER POSTEMPLOYMENT BENEFITS (OPEB)
FUNDING PROGRESS
For the Year Ended June 30, 2012

Schedule of Funding Progress							
Fiscal Year Ended	Actuarial Valuation Date	Actuarial Value of Assets	Actuarial Accrued Liability (AAL)	Unfunded Actuarial Accrued Liability (UAAL)	Funded Ratio	Covered Payroll	UAAL as a Percentage of Covered Payroll
06/30/09	March 20, 2008	\$ -	\$ 3,000,000	\$ 3,000,000	0%	\$ 5,300,000	45%
06/30/10	March 20, 2008	\$ -	\$ 3,000,000	\$ 3,000,000	0%	\$ 5,300,000	45%
06/30/11	March 1, 2010	\$ 2,400,000	\$ 3,000,000	\$ 600,000	80%	\$ 29,100,000	2%
06/30/12	June 30, 2011	\$ 2,561,858	\$ 3,064,036	\$ 502,178	84%	\$ 30,316,435	2%

See accompanying notes to required supplementary information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION

1. PURPOSE OF SCHEDULES

A - Budgetary Comparison Schedule

The District 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 Education 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, 2012 were as follows:

<u>Fund</u>	<u>Excess Expenditures</u>
General Fund:	
Capital outlay	\$ 52,126

Budget revisions for expenditures in excess of budgeted amounts were not made at the end of the fiscal year.

B - Schedule of Other Postemployment Benefits Funding Progress

The Schedule of Funding Progress presents multi-year trend information which compares, over time, the actuarially accrued liability for benefits with the actuarial value of accumulated plan assets.

SUPPLEMENTARY INFORMATION

8.2.54

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING BALANCE SHEET

ALL NON-MAJOR FUNDS

June 30, 2012

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Special Reserve Fund	Bond Interest and Redemption Fund	Mello-Roos Debt Service Fund	Total
ASSETS									
Cash in County Treasury	\$ 63,180	\$ 10,652	\$ 107,987	\$ 2,454	\$ 129,102	\$ (238,002)	\$ 1,287,806	\$ -	\$ 1,363,179
Receivables	55,628	12,905	161,597	1,619	675	286,816	1,433	30	520,703
Stores Inventory	-	-	10,578	-	-	-	-	-	10,578
Due from other funds	-	-	-	-	-	304,866	-	-	304,866
Total assets	\$ 118,808	\$ 23,557	\$ 280,162	\$ 4,073	\$ 129,777	\$ 353,680	\$ 1,289,239	\$ 30	\$ 2,199,326
LIABILITIES AND FUND BALANCES									
Liabilities:									
Accounts payable	\$ 61,463	\$ 126	\$ 4,550	\$ 326	\$ -	\$ 1,246	\$ -	\$ -	\$ 67,711
Deferred revenue	-	12,251	-	-	-	-	-	-	12,251
Due to other funds	6,685	-	76,837	3,747	-	196,018	-	30	283,317
Total liabilities	68,148	12,377	81,387	4,073	-	197,264	-	30	363,279
Fund balances:									
Nonspendable	-	-	10,578	-	-	-	-	-	10,578
Restricted	50,660	11,180	188,197	-	129,777	156,416	1,289,239	-	1,825,469
Total fund balances	50,660	11,180	198,775	-	129,777	156,416	1,289,239	-	1,836,047
Total liabilities and fund balances	\$ 118,808	\$ 23,557	\$ 280,162	\$ 4,073	\$ 129,777	\$ 353,680	\$ 1,289,239	\$ 30	\$ 2,199,326

8.2.55

WESTERN PLACER UNIFIED SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES

ALL NON-MAJOR FUNDS

For the Year Ended June 30, 2012

	Adult Education Fund	Child Development Fund	Cafeteria Fund	Deferred Maintenance Fund	Capital Facilities Fund	Special Reserve Fund	Bond Interest and Redemption Fund	Mello-Ross Debt Service Fund	Total
Revenues:									
Federal sources	\$ 48,322	\$ -	\$ 982,253	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,030,575
Other state sources	-	243,679	81,910	-	-	-	-	-	325,589
Other local sources	123,672	392	640,001	31,268	614,106	288,686	1,855,895	(260)	3,553,760
Total revenues	171,994	244,071	1,704,164	31,268	614,106	288,686	1,855,895	(260)	4,909,924
Expenditures:									
Certificated salaries	120,868	43,896	-	-	-	-	-	-	164,764
Classified salaries	65,916	89,426	680,812	-	63,570	2,675	-	-	872,399
Employee benefits	58,917	50,039	308,527	-	31,088	248	-	-	448,819
Books and supplies	23,971	12,498	624,035	809	-	224,819	-	-	886,132
Contract services and operating expenditures	1,357	12,109	16,716	30,813	16,768	73,274	-	-	151,037
Capital outlay	-	-	-	112,908	-	780,972	-	-	893,880
Debt service:	-	13,000	-	-	-	-	774,283	76,527	863,810
Principal retirement	-	-	-	-	-	-	810,717	1,632	812,349
Interest	-	-	-	-	-	-	-	-	-
Total expenditures	271,029	220,968	1,600,090	144,530	111,426	1,081,888	1,585,000	78,159	5,093,190
(Deficiency) excess of revenues (under) over expenditures	(99,035)	23,103	104,074	(113,262)	502,680	(793,302)	270,895	(78,419)	(183,266)
Other financing sources (uses):									
Operating transfers in	139,818	-	-	-	-	399,028	-	77,719	616,563
Operating transfers out	(8,485)	(11,923)	(76,804)	(2,055,177)	(450,000)	(196,018)	-	-	(2,798,407)
Total other financing sources (uses)	131,331	(11,923)	(76,804)	(2,055,177)	(450,000)	203,010	-	77,719	(2,181,844)
Net change in fund balances	32,296	11,180	27,270	(2,168,439)	52,680	(590,292)	270,895	(700)	(2,365,110)
Fund balances, July 1, 2011	18,364	-	171,505	2,168,439	77,097	746,708	1,018,344	700	4,201,157
Fund balances, June 30, 2012	50,660	11,180	198,775	-	129,777	156,416	1,289,239	-	1,836,047

8.2.56

WESTERN PLACER UNIFIED SCHOOL DISTRICT
COMBINING STATEMENT OF CHANGES IN ASSETS
AND LIABILITIES
ALL AGENCY FUNDS

For the Year Ended June 30, 2012

	Balance July 1, <u>2011</u>	<u>Additions</u>	<u>Deductions</u>	Balance June 30, <u>2012</u>
Student Body Funds				
<u>Lincoln High School</u>				
Assets:				
Cash on hand and in banks	\$ <u>148,596</u>	\$ <u>522,417</u>	\$ <u>477,162</u>	\$ <u>193,851</u>
Liabilities:				
Due to student groups	\$ <u>148,596</u>	\$ <u>522,417</u>	\$ <u>477,162</u>	\$ <u>193,851</u>
<u>Middle Schools</u>				
Assets:				
Cash on hand and in banks	\$ <u>60,110</u>	\$ <u>115,867</u>	\$ <u>95,358</u>	\$ <u>80,619</u>
Liabilities:				
Due to student groups	\$ <u>60,110</u>	\$ <u>115,867</u>	\$ <u>95,358</u>	\$ <u>80,619</u>
<u>Total Agency Funds</u>				
Assets:				
Cash on hand and in banks	\$ <u>208,706</u>	\$ <u>638,284</u>	\$ <u>572,520</u>	\$ <u>274,470</u>
Liabilities:				
Due to student groups	\$ <u>208,706</u>	\$ <u>638,284</u>	\$ <u>572,520</u>	\$ <u>274,470</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

ORGANIZATION

June 30, 2012

Western Placer Unified School District, a political subdivision of the State of California, was established in 1966 and is comprised of an area of approximately 170 square miles located in Placer County. There were no changes in the boundaries of the District during the year. The District currently operates seven elementary schools, two middle schools, one high school, one continuation school and one adult school.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Damian Armitage	President	November 2014
Kris Wyatt	Vice President	November 2014
Brian Haley	Clerk	November 2014
Paul Carras	Member	November 2012
Paul Long	Member	November 2012

ADMINISTRATION

Scott Leaman
Superintendent

Mary Boyle
Deputy Superintendent, Educational Services

Joyce Lopes
Assistant Superintendent, Business and Operations

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Year Ended June 30, 2012

	<u>Second Period Report</u>	<u>Annual Report</u>
Elementary:		
Kindergarten	550	549
First through Third	1,684	1,683
Fourth through Eighth	2,466	2,460
Home and Hospital	1	2
Special Education	<u>119</u>	<u>120</u>
Total Elementary	<u>4,820</u>	<u>4,814</u>
Secondary:		
Regular Classes	1,365	1,347
Special Education	32	31
Compulsory Continuation Education	59	60
Home and Hospital	<u>2</u>	<u>2</u>
Total Secondary	<u>1,458</u>	<u>1,440</u>
	<u><u>6,278</u></u>	<u><u>6,254</u></u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF INSTRUCTIONAL TIME

For the Year Ended June 30, 2012

<u>Grade Level</u>	<u>1986-87 Minutes Require- ment</u>	<u>Reduced 1986-87 Minutes Require- ment</u>	<u>1982-83 Actual Minutes</u>	<u>Reduced 1982-83 Actual Minutes</u>	<u>2012-2013 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	35,000	31,680	30,800	35,400	177	In Compliance
Grade 1	50,400	49,000	44,494	43,258	54,015	177	In Compliance
Grade 2	50,400	49,000	44,494	43,258	54,015	177	In Compliance
Grade 3	50,400	49,000	44,494	43,258	54,015	177	In Compliance
Grade 4	54,000	49,000	53,621	52,132	54,900	177	In Compliance
Grade 5	54,000	52,500	53,621	52,132	54,900	177	In Compliance
Grade 6	54,000	52,500	53,621	52,132	61,444	177	In Compliance
Grade 7	54,000	52,500	53,621	52,132	61,444	177	In Compliance
Grade 8	54,000	52,500	53,621	52,132	61,444	177	In Compliance
Grade 9	64,800	63,000	59,932	58,267	63,668	177	In Compliance
Grade 10	64,800	63,000	59,932	58,267	64,024	177	In Compliance
Grade 11	64,800	63,000	59,932	58,267	63,668	177	In Compliance
Grade 12	64,800	63,000	59,932	58,267	62,820 *	177	In Compliance

* The District received a waiver for August 24, 25 and 26, 2011 for the allowance of attendance for emergency conditions.

See accompanying notes to supplementary information.

8.2.60

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
For the Year Ended June 30, 2012

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Education - Passed through California Department of Education</u>			
	Special Education Cluster:		
84.027	Special Ed: IDEA Basic and Local Assistance Entitlement, Part B, Sec 611 (Formerly 94-142)	13379	\$ 1,000,908
84.027A	Special Ed: IDEA Preschool Local Entitlement, Part B, Sec 611 (Age 3-5)	13682	94,516
84.173	Special Ed: IDEA Preschool Grants, Part B, Sec 619	13430	<u>31,815</u>
	Subtotal Special Education Cluster		<u>1,127,239</u>
	Title I, Part A Cluster:		
84.010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	14329	547,093
84.010	NCLB: Title I, Part A, Non-Program Improvement LEAs with Program Improvement Schools	14796	<u>11,434</u>
	Subtotal Title I, Part A Cluster		<u>558,527</u>
84.410	Education Jobs Fund (SB 847)	25152	1,231,447
84.365	NCLB: Title III, Limited English Proficiency Student Program	14346	85,886
84.367	NCLB: Title II, Part A, Improving Teacher Quality Local Grants	14341	117,670
84.318	NCLB: Title II, Part D, Enhancing Education Through Technology (EETT), Formula Grants	14334	2,445
84.186	NCLB: Title IV, Part A, Safe and Drug Free Schools and Communities, Formula Grants	14347	4,775
84.158	Department of Rehabilitation: Workability II, Transitions Partnership	10006	48,322
84.048	Carl D. Perkins Career and Technical Education: Secondary, Section 131	14894	19,617
84.330	NCLB: Title I, Part G, Advanced Placement Test Fee Reimbursement Program	14831	<u>596</u>
	Total U.S. Department of Education		<u>3,196,524</u>

(Continued)

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
(Continued)
For the Year Ended June 30, 2012

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Agriculture - Passed through California Department of Education</u>			
10.553	Especially Needy School Breakfast	13526	\$ 190,033
10.555	National School Lunch	13523	<u>792,220</u>
	Total U.S. Department of Agriculture		<u>982,253</u>
<u>U.S. Department of Health and Human Services - Passed through California Department of Education</u>			
93.778	Department of Health Care Services (DHCS): Medi-Cal Billing Option	10013	<u>53,665</u>
	Total U.S. Department of Health and Human Services		<u>53,665</u>
	Total Federal Awards		<u>\$ 4,232,442</u>

See accompanying notes to supplementary information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS

For the Year Ended June 30, 2012

There were no audit adjustments proposed to any funds of the District.

See accompanying notes to supplementary information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS

For the Year Ended June 30, 2012

(UNAUDITED)

	(Budget) <u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>
<u>General Fund</u>				
Revenues and other financing sources	\$ 43,047,289	\$ 49,190,052	\$ 45,895,100	\$ 48,194,692
Expenditures	47,996,370	49,493,015	51,982,248	51,754,807
Other uses and transfers out	<u>23,360</u>	<u>213,226</u>	<u>207,519</u>	<u>1,344,650</u>
Total outgo	<u>48,019,730</u>	<u>49,706,241</u>	<u>52,189,767</u>	<u>53,099,457</u>
Change in fund balance	\$ <u>(4,972,441)</u>	\$ <u>(516,189)</u>	\$ <u>(6,294,667)</u>	\$ <u>(4,904,765)</u>
Ending fund balance	\$ <u>4,404,250</u>	\$ <u>9,376,691</u>	\$ <u>9,892,880</u>	\$ <u>16,187,547</u>
Available reserves	\$ <u>4,213,954</u>	\$ <u>8,273,708</u>	\$ <u>6,900,603</u>	\$ <u>9,247,328</u>
Designated for economic uncertainties	\$ <u>1,488,271</u>	\$ <u>1,499,954</u>	\$ <u>2,604,590</u>	\$ <u>2,611,308</u>
Undesignated fund balance	\$ <u>2,725,683</u>	\$ <u>6,773,754</u>	\$ <u>4,296,013</u>	\$ <u>6,636,020</u>
Available reserves as percentages of total outgo	<u>8.8%</u>	<u>16.7%</u>	<u>13.2%</u>	<u>17.4%</u>
<u>All Funds</u>				
Total long-term liabilities	\$ <u>157,984,467</u>	\$ <u>160,141,007</u>	\$ <u>160,493,080</u>	\$ <u>161,690,567</u>
Average daily attendance at P-2, excluding Adult Education and Charter School	<u>6,292</u>	<u>6,278</u>	<u>6,230</u>	<u>6,155</u>

The General Fund fund balance has decreased by \$11,715,621 over the past three years. The fiscal year 2012-2013 budget projects a decrease of \$4,972,441. For a district this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses. For the year ended June 30, 2012, the District met this requirement.

Total long-term liabilities have decreased by \$1,549,560 over the past two years.

Average daily attendance has increased by 123 over the past two years. An increase of 14 ADA is projected for the 2012-2013 fiscal year.

See accompanying notes to supplementary information.

8.2.64

WESTERN PLACER UNIFIED SCHOOL DISTRICT

SCHEDULE OF CHARTER SCHOOLS

For the Year Ended June 30, 2012

Charter Schools Chartered by District

Horizon Charter School
Partnerships for Student Centered Learning

**Included in District
Financial Statements, or
Separate Report**

Separate report
Separate report

See accompanying notes to supplementary information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
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 District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

The District 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 District, and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

C - Schedule of Expenditure of Federal Awards

OMB Circular A-133 requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with A-133 requirements, and is presented on the modified accrual basis of accounting.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2012.

<u>Description</u>	<u>CFDA Number</u>	<u>Amount</u>
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		\$ 4,234,969
Less: Medi-Cal Billing Option funds not spent	93.778	<u>(2,527)</u>
Total Schedule of Expenditure of Federal Awards		<u>\$ 4,232,442</u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT

NOTES TO SUPPLEMENTARY INFORMATION

(Continued)

1. PURPOSE OF SCHEDULES (Continued)

D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2012-2013 fiscal year, 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 for 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, 2012, the District did not adopt this program.



Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITORS' REPORT
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Education
Western Placer Unified School District
Lincoln, California

We have audited the compliance of Western Placer Unified School District 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, 2012. Compliance with the requirements of state laws and regulations is the responsibility of Western Placer Unified School District's management. Our responsibility is to express an opinion on Western Placer Unified School District's compliance based on our audit.

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 below occurred. An audit includes examining, on a test basis, evidence about Western Placer Unified School District'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. Our audit does not provide a legal determination of Western Placer Unified School District's compliance with those requirements.

<u>Description</u>	<u>Audit Guide Procedures</u>	<u>Procedures Performed</u>
Attendance Reporting	6	Yes
Teacher Certification and Misassignments	3	Yes
Kindergarten Continuance	3	Yes
Independent Study	23	No, see below
Continuation Education	10	Yes
Instructional Time:		
School Districts	6	Yes
County Offices of Education	3	No, see below
Instructional Materials:		
General requirements	8	Yes
Ratio of Administrative Employees to Teachers	1	Yes
Classroom Teacher Salaries	1	Yes
Early Retirement Incentive Program	4	No, see below
Gann Limit Calculation	1	Yes
School Accountability Report Card	3	No, see below
Public Hearing Requirement - Receipt of Funds	1	Yes
Juvenile Court Schools	8	No, see below
Exclusion of Pupils - Pertussis Immunization	2	Yes
Class Size Reduction Program:		
General requirements	7	Yes
Option one classes	3	Yes
Option two classes	4	No, see below
Districts with only one school serving K-3	4	No, see below

8.2.68

<u>Description</u>	<u>Audit Guide Procedures</u>	<u>Procedures Performed</u>
After School Education and Safety Program:		
General requirements	4	Yes
After school	5	Yes
Before school	6	No, see below
Contemporaneous Records of Attendance, for charter schools	3	No, see below
Mode of Instruction, for Charter Schools	1	No, see below
Nonclassroom-Based Instruction/Independent Study, for charter schools	15	No, see below
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	3	No, see below
Annual Instructional Minutes - Classroom-Based, for charter schools	4	No, see below

We did not perform testing for Independent Study because the ADA was under the level which required testing.

We did not perform any procedures related to Instructional Time for County Offices of Education because the District is not a County Office of Education.

We did not perform any procedures related to the Early Retirement Incentive Program because the District did not offer this program in the current year.

The 2011-2012 School Accountability Report Cards specified by Education Code Section 33126 are not required to be completed, nor were they completed, prior to the completion of our audit procedures for the year ended June 30, 2012. Accordingly, we could not perform the portions of audit steps (a), (b) and (c) of Section 19837 of the 2011-2012 Audit Guide relating to the comparison of tested data from the 2011-2012 fiscal year to the 2011-2012 School Accountability Report Cards.

We did not perform procedures related to Juvenile Court Schools because the District did not operate this program.

We did not perform procedures related to Class Size Reduction Program - Option Two Classes and Districts with only one school serving K-3, because the District does not offer Option Two and the District has more than one school servicing K-3.

We did not perform procedures related to the After School Education and Safety Program - Before School, as the District does not operate a before school program.

We did not perform procedures for the charter school section because the charter schools sponsored by the District have separate reports.

As described in Finding 2012-03 in the accompanying Schedule of Audit Findings and Questioned Costs, Western Placer Unified School District did not comply with requirements regarding Attendance Accounting and Reporting. Compliance with such requirements is necessary, in our opinion, for Western Placer Unified School District to comply with state laws and regulations applicable to Attendance Accounting and Reporting.

In our opinion, except for the noncompliance with Attendance Accounting and Reporting identified in the Schedule of Audit Finding and Questioned Costs as Finding 2012-03, Western Placer Unified School District complied, in all material respects, with the state laws and regulations referred to above for the year ended June 30, 2012. Further, based on our examination, for items not tested, nothing came to our attention to indicate that Western Placer Unified School District had not complied with the state laws and regulations.

8.2.69

Western Placer Unified School District's response to the finding identified in our audit is included in the accompanying Schedule of Audit Findings and Questioned Costs. We did not audit the District's response and, accordingly, express no opinion on it.

This report is intended solely for the information of the Board of Education, management, the State Controller's Office, the California Department of Education and the California Department of Finance, 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 7, 2012



Crowe Horwath LLP
Independent Member Crowe Horwath International

INDEPENDENT AUDITORS' 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 Education
Western Placer Unified School District
Lincoln, California

We have audited the financial statements of Western Placer Unified School District as of and for the year ended June 30, 2012, and have issued our report thereon dated December 7, 2012. 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.

Internal Control Over Financial Reporting

Management of Western Placer Unified School District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered Western Placer Unified School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Western Placer Unified School District's internal control over financial reporting. Accordingly, we do not express an opinion of the effectiveness of Western Placer Unified School District's internal control over financial reporting.

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 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.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above. However, we identified matters involving internal control that we communicated to management as identified in the accompanying Schedule of Audit Findings and Questioned Costs as Findings 2012-01 and 2012-02.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Western Placer Unified School District'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*.

Compliance and Other Matters (Continued)

Western Placer Unified School District's responses to the findings identified in our audit are included in the accompanying Schedule of Audit Findings and Questioned Costs. We did not audit the District's responses and, accordingly, express no opinion on them.

This report is intended solely for the information of the Board of Education, management, the California Department of Education, the California State Controller's Office and federal awarding agencies and pass-through entities, 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 7, 2012

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH
REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL
EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Education
Western Placer Unified School District
Lincoln, California

Compliance

We have audited Western Placer Unified School District's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Western Placer Unified School District's major federal programs for the year ended June 30, 2012. Western Placer Unified School District's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Audit Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of Western Placer Unified School District's management. Our responsibility is to express an opinion on Western Placer Unified School District's compliance based on our audit.

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 OMB Circular A-133. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Western Placer Unified School District'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. Our audit does not provide a legal determination on Western Placer Unified School District's compliance with those requirements.

In our opinion, Western Placer Unified School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012.

Internal Control Over Compliance

Management of Western Placer Unified School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Western Placer Unified School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Western Placer Unified School District's internal control over compliance.

Internal Control Over Compliance (Continued)

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information of the Board of Education, management, the California Department of Education, the California State Controller's Office and federal awarding agencies and pass-through entities, 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 7, 2012

FINDINGS AND RECOMMENDATIONS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2012

SECTION I - SUMMARY OF AUDITORS' RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:

Unqualified

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

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified?

_____ Yes X No

Significant deficiency(ies) identified not considered
to be material weakness(es)?

_____ Yes X None reported

Type of auditors' report issued on compliance for
major programs:

Unqualified

Any audit findings disclosed that are required to be
reported in accordance with Circular A-133,
Section .510(a)?

_____ Yes X No

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

84.410

Education Jobs Fund (SB 847)

Dollar threshold used to distinguish between Type A
and Type B programs:

\$ 300,000

Auditee qualified as low-risk auditee?

 X Yes _____ No

STATE AWARDS

Type of auditors' report issued on compliance for
state programs:

Qualified

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2012

SECTION II - FINANCIAL STATEMENT FINDINGS

2012-01 DEFICIENCY - VACATION ACCRUAL (30000)

Criteria

Internal Controls - Safeguarding of Assets

Condition

The District has not prevented employees from exceeding the maximum vacation accrual as defined by the District policy.

Effect

The potential exists for the accrued vacation liability to exceed the District's available reserves.

Cause

The District continues to accrue vacation for employees who exceed the maximum allowable hours as defined by the Board Policy.

Fiscal Impact

The District recorded \$29,204 in accruals that exceed the maximum allowed.

Recommendation

The District should put procedures in place to ensure vacation accruals are not exceeded.

Corrective Action Plan

Site principals and other managers, with the assistance of the Personnel Department will hold individual meetings with all employees who have vacation accrual in excess of the contractual limits. The supervisors will set forth a specific plan for how the employee will utilize vacation leave during 2012-13 in order to ensure that the employee does not carry over excess leave in the subsequent fiscal year of 2013-14.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2012

2012-02 DEFICIENCY - INTERNAL CONTROL - ASSOCIATED STUDENT BODY (3000)

Criteria

Education Code Section 48930 (and California Department of Education's "Accounting Procedures for Student Organizations Handbook") requires student body organizations to follow the regulations set by the Governing Board of the school district.

Condition

At Glen Edwards Middle School, the following was noted:

- Detailed schedules or receipts used to support the cash receipt amount were not being turned in with monies received at the office.
- Student store inventory is not counted or reviewed periodically.
- Profit and loss statements for the student store are not being prepared or reviewed periodically.
- On several occasions, the ASB advisor purchased items from Sam's Club using pre-signed checks.

Effect

ASB funds could potentially be misappropriated.

Cause

Adequate internal control procedures have not been implemented and enforced.

Fiscal Impact

Not determinable.

Recommendation

- Cash receipts turned into the office should be supported by detailed schedules or receipts to ensure amounts turned in are complete.
- Student store inventory should be counted and reviewed periodically.
- Profit and loss statements should be prepared monthly and reviewed.
- Pre-signed checks should not be written for purchases of goods.

Corrective Action Plan

District Administration has reviewed the recommendations and taken the following action:

- Site staff will be re-training on proper cash handling and documentation procedures.
- The student store is no longer active.
- The school has been instructed to immediately and permanently cease the practice of providing staff with pre-signed, blank ASB checks. Other options have been discussed with school staff.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2012

SECTION III- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
(Continued)
Year Ended June 30, 2012

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

2012-03 DEFICIENCY - ATTENDANCE REPORTING (10000)

Criteria

Attendance Accounting and Reporting in California Public Schools, Title 5, CCR, Section 401 and 421 (b) and Education Code Section 44809 - Each LEA must develop and maintain accurate and adequate records to support the attendance reported to the State.

Condition

At Sheridan Elementary School one student was improperly included for a total misstatement of 1 day.

Effect

The effect of this finding is an extrapolated overstatement of .14 ADA.

Cause

The errors were the result of clerical errors in accounting for attendance.

Fiscal Impact

Per California Education Code Section 46303, since the overstatement is less than .50 ADA there is no fiscal impact.

Recommendation

Internal control procedures should be enhanced to ensure attendance is properly determined and recorded.

Corrective Action Plan

The District administration will ensure that attendance is properly determined and recorded.

**STATUS OF PRIOR YEAR
FINDINGS AND RECOMMENDATIONS**

8.2.81

WESTERN PLACER UNIFIED SCHOOL DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
Year Ended June 30, 2012

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>District Explanation If Not Implemented</u>
2011-01 The District has not prevented employees from exceeding the maximum vacation accrual as defined by the District policy. The District should put procedures in place to ensure vacation accruals are not exceeded.	Not implemented.	See current year finding 2012-01.

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:

Express Bus Ridership Update

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

At the start of the 2012-13 school year the District started an Express Bus that transported students in the Lincoln Crossings and Twelve Bridges areas to Lincoln High School. The Board had requested an update on ridership for this special route.

Currently the Express Bus route has 17 students signed up to ride the bus with an average of 8 students being transported to and from school. Detail of daily ridership numbers for the Express Bus is included in this item.

Below is the financial information for the Express Bus route:

Average Daily Ridership	8
Average Daily Attendance Rate	94%
Annual ADA Generated	7.52
Funded Revenue Limit per ADA 2012-13	\$5,231.00
ADA Funding for Ridership	\$39,337.12
Transportation Fees Generated	2,675.00
Total Revenue Generated for Ridership	\$42,012.12
Cost to operate route - Based on 11/12 Actuals	\$44,192.00
Net Cost to Operate Express Bus	\$(2,179.88)

RECOMMENDATION:

Administration requests that the Board of Trustees consider the information provided regarding the Express Bus Ridership route.

Lincoln High School
Express Bus Ridership

Date	AM	PM	Date	AM	PM	Date	AM	PM	Date	AM	PM
8-22	1	1	9-10	9	6	9-26	9	4	10-16	9	6
8-23	7	5	9-11	8	4	9-27	7	7	10-17	9	3
8-24	12	7	9-12	11	8	9-28	9	10	10-18	6	3
8-27	9	8	9-13	9	6	10-1	10	6	10-19	8	8
8-28	9	7	9-14	11	7	10-2	10	8	10-22	8	6
8-29	11	5	9-17	9	6	10-3	12	7	10-23	12	5
8-30	9	9	9-18	8	5	10-4	9	7	10-24	12	8
8-31	8	7	9-19	6	6	10-5	7	8	10-25	9	6
9-4	11	6	9-20	7	6	10-8	7	6	10-26	9	8
9-5	12	6	9-21	11	9	10-9	10	7	10-29	8	7
9-6	10	6	9-24	6	4	10-10	12	7	10-30	8	6
9-7	8	7	9-25	9	5	10-11	11	8	10-31	8	9

Date	AM	PM	Date	AM	PM	Date	AM	PM	Date	AM	PM
11-1	7	6	11-27	10	8	12-14	5	6			
11-2	7	6	11-28	12	10	12-17	10	8			
11-5	8	9	11-29	10	10	12-18	6	4			
11-6	9	7	12-3	12	10	12-19	10	5			
11-7	9	9	12-4	11	9	12-20	6	6			
11-8	11	8	12-5	13	12	12-21	6				
11-9	11	8	12-6	9	8	1-7					
11-13	9	8	12-7	9	9	1-8					
11-14	9	8	12-10	12	7	1-9					
11-15	9	9	12-11	11	7	1-10					
11-16	11	8	12-12	9	7	1-11					
11-26	7	9	12-13	8	6	1-14					

8.3.1

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:
2013-14 Budget Reductions

AGENDA ITEM AREA:
Information

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

Audrey Kilpatrick
Assistant Superintendent of Business Services

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
January 15, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

The district is currently deficit spending and faced with budget reductions. The Board has directed staff to achieve a balanced budget by the 2013-14 budget year.

Budget reductions have been implemented for the past two fiscal years totaling nearly \$10.75 million. Some of the reductions have been one-year reductions and others have been ongoing. We have implemented furlough days, benefit reductions, an early retirement incentive and various operating reductions. These reductions have been felt throughout the district. However, we find ourselves faced with another \$3 to 3.5 million in reductions for the upcoming year. While a balanced budget is a laudable goal, the superintendent will recommend a budget with adequate minimal reserves for positive certification. We have targeted approximately \$3.2 million in reductions for 2013-14.

Budget Committee

The Budget Committee began meeting in September 2012 to identify reduction recommendations for the Board of Trustees. The Committee met throughout October, November, and December. They collected and evaluated 200 budget reduction suggestions. Their work and dedication is appreciated and invaluable to our budget process.

All the budget reduction suggestions were priced when possible and assigned points based on the Budget Committee Rubric and Criteria. The higher the point value, the higher the negative impact to

district students, parents and staff. The Budget Committee solicited feedback from their constituency groups on the suggestions and voted accordingly. All the budget reduction ideas were included in the December 18, 2012, Board Meeting Agenda.

Based on the Budget Committee votes and input, Superintendent Leaman compiled preliminary budget reduction recommendations. The proposed reductions are attached. The budget reductions assume no change in State funding methodologies that would affect district income. The Superintendent's specific budget reduction recommendations total approximately \$3.2 million.

RECOMMENDATION:

Administration recommends the Board of Trustees review the preliminary Budget Reduction Recommendations. We will bring the final Budget Reduction Recommendations to the Board of Trustees for approval in February, 2013.

Budget Reduction Options for 2013-14

Survey #	Category	Budget Reduction Option	UR/R	N/NN	C/Co/M/W	Total Points	Dollar Amount Suggested	Dollar Amount Recommended	Ongoing?	Action
		General Reductions				0-156				
NA	Programs & Services	Use mental health funding to pay for a portion of staff salaries based on their activities in the area	UR	NN		NA	NA	\$30,000	Yes	Fund 10% of Special Education secretary, program specialist, and
NA	Programs & Services	Additional Tier III Sweep	UR	NN		NA	NA	\$130,000	Yes	Sweep additional Tier III funds including \$50,000 in School Improvement funds, leaving GATE and adequate funds for
NA	Staffing - Employment	Personnel/Attrition Savings	UR	NN		NA	NA	\$125,000	No	Management Team is tasked with identifying savings through attrition or other personnel areas without engaging
36,82,106,113,132	Programs & Services	Reduce budgets 5% - 20%	UR	NN		5 - 46	\$50,000 - \$76,250	\$120,000	Yes	Reduce all discretionary budgets 15%
33, 140	Programs & Services	Sweep MAA carryover.	UR	NN		26 - 36	\$9,900 - \$66,500	\$10,000	No	Sweep \$10,000 of MAA carryover
150	Miscellaneous	Stop reimbursing the City of Lincoln for 22% of the Community Center PG&E costs.	UR	NN	-	5	\$7,800	\$7,800	Yes	Avg. Community Center \$650/month PG&E.
49	Technology	Suspend the computer replacement fund for one year.	UR	NN	-	32	\$300,000	\$225,000	No	\$75,000 left only to be spent on SBAC preparation
28	Reserves	Count the \$750,000 wetland reserve as part of the reserve for economic uncertainty.	UR	NN	-	11	\$750,000	\$750,000	No	-
		Negotiated								
209, 216, 217, 22,	Staffing - Compensation	Freeze forms of salary	UR	N	C Co M W	22 - 36	\$16,000 - \$543,000	\$174,000	No	Freeze column and longevity movement for all groups
207	Staffing - Compensation	Freeze Certificated health benefit cap at current level.	UR	N	C Co M W	28	\$220,000	\$220,000	No	No increase to current benefit caps for all employees
93	Staffing - Hours	Furlough Days (8 for all employees)	UR	N	C Co M W	49	\$176,141	\$1,409,128	No	Dollar amount saved is per furlough day: WPTA \$126,442 Certificated Management \$12,040 CSEA \$31,141 Confidential \$2,151 Classified Management \$2,666 Cabinet \$1,700
Total								\$3,200,928		

8.4.2

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Comprehensive Safe School Plans

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle

ENCLOSURES:

Safe School Plans

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

January 15, 2013

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

ADMINISTRATION RECOMMENDATION:

Approval of Comprehensive Safe School Plans for each of the eleven schools in WPUSD.

Carlin C. Coppin Comprehensive School Safety Plan

2012-2013



Western Placer Unified School District
Carlin C. Coppin Elementary School
150 East 12th St.
Lincoln, CA 95678

Safe School Plan Committee Members

8.5.1¹

- Mrs. Terri Dorow – Carlin C. Coppin School Principal
- Mrs. Mary Boyle – District Administration
- Mrs. Erin Hermle – First Grade Teacher
- Mrs. Rene McGrath – First Grade Teacher
- Mrs. Jennifer Clark – Fifth Grade Teacher
- Mrs. Jennifer Bowden – Classified Representative
- Mrs. Toni Rusinek – Parent Representative
- Mrs. Roseanne Johnson – Parent Representative
- Mrs. Jamie Buys – Parent Representative
- Mrs. Jennifer VanSant – Parent Representative
- Mrs. Tiffany McGuire – Parent Representative

Our current committee includes representation from the different stakeholder groups within our school community. The committee will meet on an as needed basis during the 2012-13 school year to revise and implement the Safe School Plan.

Carlin C. Coppin School's Mission Statement

MISSION STATEMENT: Empower students with the skills, knowledge, and attitudes for success in an ever-changing world.

VISION STATEMENT: Students, parents, and the local community will recognize our excellence, and see our school as a desirable place to be enrolled. The unique opportunities available include a strong emphasis on the local environment, technology, and the arts, in addition to a strong academic curriculum. The education process will be structured to encourage parental involvement and enlist community support in the education of our children. Students, parents, faculty and administration will be held accountable for meeting established expectations. All students will have the opportunity to be educated to their maximum potential.

School Profile

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 411, with two to three classes at each grade level. The ethnic makeup is as follows: 63% Caucasian, 30% Hispanic and 7% other. The Principal is Terri Dorow. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin through their active participation and involvement in School Site Council (SSC), Parent Teachers Club (PTC), English Learner Advisory Council (ELAC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies, and purchases of new equipment and rewards. Parents fully implement a monthly art docent program. Carlin C. Coppin is increasingly a focal point and source of pride for students and their parents.

Component I – The School Climate

Prevention: Creating a Caring School Climate

Goal: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

ACTION PLAN:

- ❖ Character Education – Carlin C. Coppin practices being safe, responsible and respectful as a part of our Positive Behavior Intervention Support program(PBIS). Some classrooms also use the Positive Action curriculum as part of the character education offered to our students. Whenever possible, we also offer assemblies for the entire school.
- ❖ After-School Programs – The Springboard after-school program is available to all students in grades 1-5, as well as afternoon kindergarten. Springboard is taught by a credentialed teacher and features homework assistance, art, and games. 3-5 grade students also have the opportunity to participate in choir and a variety of after school programs offered on a rotating basis.
- ❖ Discipline Policies – A site discipline plan is disseminated online or through the school office to parents and students at the beginning of the school year via a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. Certificated and classified staff are informed of policies and respond fairly and consistently to violations. School rules are posted in each classroom. Policies and procedures are reviewed on an as needed basis as an ongoing effort to ensure students safety and as a component of our PBIS plan.
- ❖ Staff Supervision – We continue to revise and adjust our duty schedules as deemed necessary. Currently, teachers and campus supervisors share supervisory responsibilities.

- ❖ Student Safety – An area of concern has been the ease of access to our school. The front of our school is not fenced and thus access is available from many different points along the front. A

chain link gate was installed to limit walk-on access to the campus. The long range goal in this area is to appropriately fence the front of the school and thus be able to monitor entry onto the campus. In the interim we have implemented several safety measures designed to keep students safe. We ask that all parents coming to drop off their students (and who plan to stay for more than a couple of minutes) register through the office and get a visitor's sticker. We also ask that all parents waiting to pick up their children congregate in a specific area of campus.

Intervention Strategies to Maintain a Caring Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which students can feel safe and experience success.

- ❖ Carlin C. Coppin School is currently served by one of the district's school psychologists. Along with assessment for Special Education referrals, the psychologist may provide one-on-one counseling, small group counseling, and classroom support.
- ❖ In addition to the psychologist, a fieldworker from CSUS also serves our students. On Fridays, she runs Caring About Kids small groups. These students work together learning how to develop appropriate social skills. In some cases, she also may work with small groups who of students experiencing similar family situations such as death or divorce.
- ❖ The Lighthouse Family Resource Center is available to work with all the schools in the district and provides the students and their families with a myriad of services; including additional counseling support.
- ❖ Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure. Carlin C. Coppin School recognizes the importance of positive attendance habits and has implemented a system of acknowledgement and rewards for students with positive attendance. Students with chronic attendance issues are also addressed on an individual basis and in some cases, referral to the School Attendance Review Board (SARB).
- ❖ A campus-wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear and effective announcements at any time. Security and fire prevention

systems enhance the overall security of the campus. A site emergency plan is in place. Fire drills are performed on a monthly basis. Shelter in Place drills are conducted on a regular basis.

- ❖ Carlin C. Coppin has dedicated guest and parent volunteer procedures for all volunteers who work directly with children in and outside the classroom.

Component II – The Physical Environment

Goal: To create and foster a school environment in which all students feel safe and experience success.

Description/Action Plan:

1. School Location

- ❖ Carlin C. Coppin Elementary School is located at 150 E. 12th Street, in the community of Lincoln. The school is one of 11 schools (7 elementary schools) in the Western Placer Unified School District.

2. School Grounds

- ❖ Speed bumps, parking lot lighting, safety signs, and crossing guards all contribute to a safe school environment. A chain link fence at the entrance has been added as a means of ensuring that all visitors check in at the office prior to coming on school grounds.
- ❖ We continue to work on creating a safer and more streamlined procedure for pick up and drop off. Several measures have been taken: speed bumps were installed, the lot was clearly marked prohibiting stopping in unauthorized areas, and personnel assists in keeping the traffic flowing. Signage has also been added to help with the traffic flow and we continue to work with the District and the city to further improve our parking lot. In addition, the City of Lincoln's Citizens on Patrol makes unannounced visits as a means of monitoring pick up and drop off procedures to encourage safe and appropriate behaviors. We continue to explore additional means of ensuring a safe and secure parking lot.
- ❖ Campus Cleanliness Projects – We don't experience a high incidence of graffiti or vandalism but when it does occur it is taken care of immediately. Students and staff also participate in "clean up"

activities that are designed to keep our campus and grounds safe and attractive.

- ❖ Classrooms – All classrooms are well maintained. They are free of physical hazards and are equipped with fire extinguishers, heating, and air conditioning.
- ❖ Internal Security – A campus-wide “all-call” capability enables clear and effective announcements at any time. Security and fire prevention systems enhance the overall security of the campus. Safety drills and fire drills are done routinely. In addition, fire and evacuation procedures are posted in every classroom and other buildings on campus. The MSDS is available in the staff lounge.

Evaluation

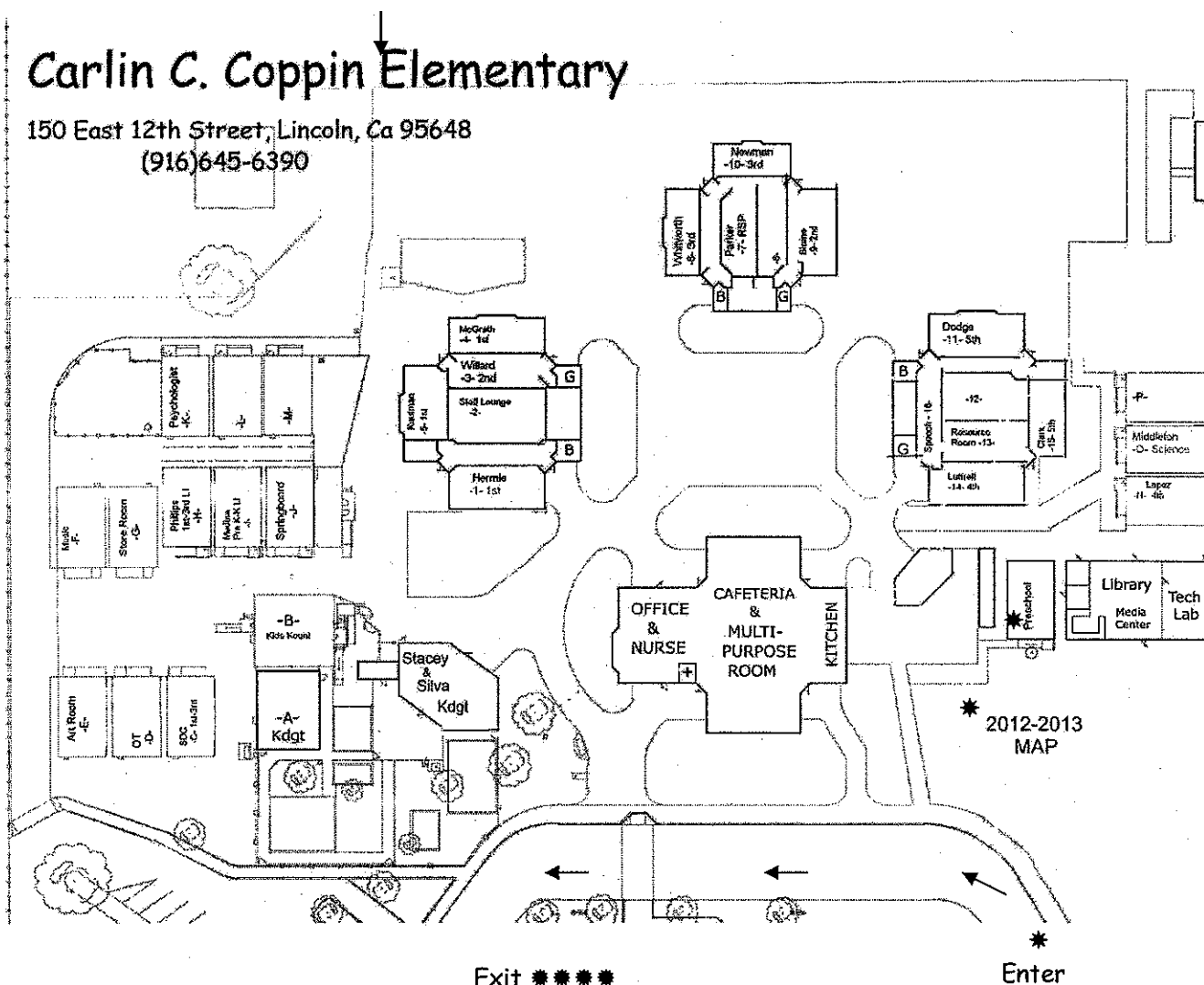
The Carlin C. Coppin Safe School Plan will be evaluated and updated each year. The plan is brought forth to School Site Council on a yearly basis for advice or revisions to the plan.

Carlin C. Coppin Elementary School

Ingress & Egress Map

Carlin C. Coppin Elementary

150 East 12th Street, Lincoln, Ca 95648
(916)645-6390



- ❖ Turn on/ off Gas Line
- ❖ Turn on / off Water Line

Emergency Response Procedures

Emergency Evacuation Plan

8.5.9

Evacuation Procedures:

In the event of an emergency that requires evacuation before the regular dismissal time, we will follow these procedures:

Principal will:

- notify all classrooms
- request teachers to release students who ride the bus as soon as the buses arrive at the school.
- direct office personnel to begin notifying families of bus riders
- advise all incoming families to pick up their children directly from the classrooms

Support staff (anyone without a classroom assignment) will:

- report to the front office to assist as needed
- stand outside for bus duty as directed

Teachers will:

- keep all students in their classrooms
- release bus riders when directed
- dismiss students directly to families from the classroom (refer to emergency information on each student).
- maintain a sign-out sheet so there is a written record indicating to whom students were released
- bring remaining students to the multi when directed and remain there until further notice.

In an emergency evacuation situation, students will vacate the school site and be walked across the parking area to the buses which will be parked along the large paving lot on the access road. Teachers are to accompany students on the bus when students are being evacuated to Lincoln High School.

Fire Drills

Fire drills are conducted on a monthly basis for all students and staff.

Carlin C. Coppin School Safety Plan

Disaster Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (end of playground).
3. Teachers are responsible to clear their classrooms and for making sure their doors are locked. Special program teachers will escort their students to designated evacuation area and return their students to the homeroom teacher.
4. Roll will be taken to ensure all students are present. Cards will hold up to signify class attendance.
5. At end of emergency or drill, the "all clear" will be executed.
6. Parents will be notified should there be an evacuation.

Threat requiring evacuation to another site

1. The alarm will be activated with an announcement over the PA system "All students are to return to and remain in their homeroom!"
2. When transportation is available, principal or designee will call for orderly evacuation of the school across the parking area to the buses parked in the gravel area.
 - Staff will bring emergency clip board and emergency folder.
 - Buses will be boarded at the loading zone, unless otherwise stated.
 - Additional emergency equipment (cell phone, radio, etc.) will be secured as time permits.
3. Carlin C. Coppin School will be locked and alarm set.
4. Students and staff will be transported to primary evacuation site Lincoln High School.
5. At the evacuation site, emergency activities will be coordinated jointly by the administration.
6. Carlin C. Coppin School's secondary emergency evacuation site, if necessary, is Glen Edwards Middle School.
7. At the evacuation site, Carlin C. Coppin School students will remain together until released to parents. A sign out process will be used and records kept.

Students with disabilities will be assisted to evacuated areas. All egress and ingress routes can accommodate students with disabilities.

Threat of violence at school

1. Intercom/PA system will be used to notify staff and students to remain in the classroom and to ensure that all doors are securely locked.
 2. Students and staff will remain in "lockdown status" until the "all clear" is given.
- In case of any serious disaster, the office will contact classrooms, library, etc., regarding missing students/personnel. Conversely the classrooms will contact the office.

Shelter in Place procedures

**Terri will do an all call
CALL OFFICE**

1. Name
2. Grade
3. Location
4. "red" or "green"
5. Identify any missing students

NUMBER TO CALL

Terri - 12	Cindy - 10	Teresa - 15
Silva	Kaufman	Clark
Stacey	Hermle	Dodge
Van Hoy or Guemmer	McGrath	Luttrell
Phillips	Willard	Contaxis (Speech)
Medina	Whitworth	Lopez
McGrath	Newman	Middleton
Chapman	Parker	Bowden
Springboard	Blaine	State Preschool
		Kitchen

Creekside Oaks Elementary Safe School Plan

Western Placer Unified School District

**2030 First Street
Lincoln, CA
95648
(916) 645-6380**

**Plan Approved by the School Site Council on
December 12, 2012**

Creekside Oaks Elementary Safe School Plan

Creekside Oaks Elementary School is located in Western Placer Unified School District in Lincoln, California. The school is located on First Street in North Lincoln. The once rural surroundings of the school are giving way to residential and commercial development.

The school serves students in kindergarten through fifth grade. School enrollment is approximately 560. The ethnic make up is as follows: 40% Hispanic, 47% Caucasian and 13% other. The uniqueness of students and staff is recognized and respected. The school community emphasizes excellence, innovation, and progress in academic skills, citizenship, personal growth and social development for all students.

Western Placer Unified School District Mission Statement

Empower students with the skills, knowledge, and attitudes for success in an ever changing world.

Creekside Oaks Elementary School Vision Statement

Staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, child-centered academic climate that will instill in children a lifelong love of learning.

8.5.14²

Ensuring a Safe and Orderly Environment

Component One – People and Programs Action Plan

Goal #1: All students, including subgroup populations, will demonstrate proficiency on state standards.

Objectives:

- All students, including sub group populations, will meet its Adequate Yearly Progress (AYP) for safe harbor and Academic Performance Index (API) goals, as established by the state and federal governments.
- Creekside Oaks Elementary School English Language Learners will advance one proficiency level a year on the CELDT until reclassified as Fluent English Proficient (FEP).
- Identified special education students will meet IEP goals that are aligned with grade level standards.

Student Support and Intervention Opportunities:

- Student Success Team (SST) is available for students that are having academic and behavioral difficulties.
- A Title I reading specialist and two assistants (Intervention Services Providers) work with first through fifth grade students who are reading below grade level and have met the criteria for intervention.
- EL students (English Learners) are supported through whole class core curriculum instruction, through ELD group instruction (Beg and Early Int Levels 30 min a day), and Title 1 as they qualify. All classroom teachers have a specialized certificate or credential in one of the following: CLAD, BCLAD, SDAIE.
- Special Education students receive intervention according to their Individual Education Plan (IEP) goals. Creekside Oaks currently operates two programs – Resource Specialist Program (RSP) and Special Day Class (SDC).
- Students meeting and exceeding grade level standards at Creekside Oaks or who are GATE identified (grades 2 – 5) will be challenged by higher level thinking activities and the Accelerated Reading Program.
- The SCHOOLS group schedules trained adult volunteers to support student learning in the classrooms by working with students in small groups and individually.
- Instruction will be aligned to standards, based on student assessment data and geared towards meeting the needs of all students.
- Staff will analyze student data to plan instruction. Collaboration occurs during Early Release Days when grade level teams have Professional Learning Community (PLC) meetings.
- Classroom Instruction and activities will be differentiated to meet the needs of at-risk, GATE, and English Language Learners in the classroom.
- OARS – Online Assessment Reporting System provides assessment information for teacher analysis and diagnosis of student needs.
- An occupational therapist has been contracted to work with Special Education students who have sensory integration difficulties.
- Perfect Attendance, Accelerated Reader, Honor Roll (4th/5th) and Student of the Month certificates are given to students to encourage success and motivate students.

Goal #2: Creekside Oaks' students will feel emotionally and physically safe at school.

Objectives:

- Staff will consistently and fully implement a school wide positive behavior intervention support (PBIS) program that focuses on encouraging positive behavior, rewards, and redirecting inappropriate behavior.
- Students will indicate they feel safe at school and on the playground as measured by teacher observation and student reports and survey results.
- Psychologist, Resource Specialist and Administration will monitor and document "high risk" students and decide if further evaluation is needed.
- There will be a continual 10% decrease in the amount of Suspensions, Major and Minor office discipline referrals, and behavior incidents as measured by our data management system (SWIS and AERIES)

Student Support and Intervention Opportunities:

- A referral system is in place to help students and families meet their needs. They are coordinated with county and other agencies to provide child services as needed: Caring About Kids Mentor Program, Public Health Issues, Parenting Classes, Support Groups, and SARB (School Attendance Review Board).
- The Discipline Committee meets monthly to analyze behavior data, identify areas of need, and brainstorm solutions to create a process of continual improvement in student positive behavior.
- The Discipline Committee will also assure that programs and processes are in place to assure that the PBIS process and programs are implemented with fidelity.
- The Discipline Committee will receive additional training and guidance from PCOE to assure proper implementation of the PBIS process.
- When necessary teachers will use the SST process as a means to address severe behavior challenges in the classroom. The SST (Student Success Team), under the direction of our school psychologist will create an individual student behavior plan when necessary.
- Positive Action is a K-5 classroom program that teaches students drug resistance skills, peer pressure, self esteem and how to make right choices.
- The Assistance League of Greater Placer County provides emergency supplies such as backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need.
- Educational programs are implemented where possible to focus on specific health issues, such as nutrition, alcohol / drug prevention where grade level appropriate.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Creekside Oaks participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.
- Students experiencing academic and/or behavioral difficulties may be referred to the Student Success Team to explore intervention options.
- A school psychologist is available for counseling with students as needed.
- The Western Placer Unified School District works in conjunction with the Lincoln Lighthouse Center offers counseling services for at risk students and families.
- From time to time a Psychology Intern is placed at COES through Sacramento State University to provide additional counseling support.
- Local law enforcement and community agencies will make presentations on child safety issues when possible.
- A district nurse is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families.

Parent Support for component one:

- Parents are included as part of the Student Success Team to help create action plans that include modifications to help students become successful.
- Parents are active participants in School Site Council, Parent Teacher Organization, and various committees and classroom activities to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures.
- Western Placer Unified School District's Social Promotion Plan requires that parents of at-risk students are to be notified of participation in intervention programs.
- Parents are always encouraged to be involved in their child's education. An example: parents of English Learners attend ELAC meetings, quarterly, to express their concerns and needs and to give input on school programs. An ELAC representative attends the district committee (DELAC).

Staff Support for component one:

- Staff members with diversified expertise will be recruited to work with students. The staff will continue to be trained in all areas of effective use of curriculum and instructional strategies to help reach all learners of diversified backgrounds.
- Staff development days focus on district and school goals/objectives, state standards, changing curriculum, changing student population and specific needs of the student body. This could include topics such as conflict resolution, students with special needs, techniques to help keep students focused in the classroom, training in newly adopted curriculum and techniques for meeting the needs of all student populations.
- Staff members will continue to search for additional research and information on "Kids at Risk" intervention programs to meet their needs and help them continue to grow.
- Classrooms are created to enhance the experience of learning and promote positive interactions between students and staff. Building positive relationships is a school-wide theme. When assigned, students are encouraged to work together on academic tasks through cooperative learning.
- Curriculum will be standards-based and will provide opportunities for students to achieve high academic standards. Supplemental materials will focus on prevention, refusal skills, making good choices, self-esteem, developing of social and personal skills, controlling anger and accepting of consequences, respect, responsibilities, goal setting, communication skills and developing relationships.
- Instructional strategies will be used to accommodate the different learning styles of students in the classroom. Curriculum will be developed to meet the diverse learning styles of all students.
- Safety from injury, respect (for students and adults), lack of physical violence, intimidation and harassment continues to be a focus. Respect for each other and respect for all adults is always a priority. Standards of behavior and expectations are clearly stated and defined. Creekside Oaks Elementary School's behavior plan is in place and is aligned with the District's procedures and Board policies on providing a safe and orderly environment.
- Rules are printed in the Parent/Student Handbook, and are taught explicitly to students throughout the year.
- Adults should model respect by the positive manner in which they deal with students and staff.
- Policies and procedures are in place for staff reporting of criminal behavior to the appropriate law enforcement agency.
- There is frequent communication between teachers, administration and parents when a student cannot adjust to appropriate behavioral standards.
- Discipline practices will be developed with participation from certificated and classified staff, parents and students. Consequences for violating behavioral expectation will be fair, consistent, understood and communicated to students and parents.

Creekside Oaks Elementary Dress Code

The school district board policy requires that a student shall be neat, clean, and shall observe the general styles of dress, hair, and grooming which the principal and teachers consider to be appropriate for the gender, age level, and classroom or playground activities. **Any type of dress or grooming that is disruptive to the class/school will not be permitted.** Personal appearance standards for students are defined in the following dress code.

- Students may not wear clothing or jewelry that contains any inappropriate pictures or wording that may include but not be limited to gangs, sexual content, drugs, alcohol, tobacco, or violence.
- Any apparel deemed gang related by local law enforcement is prohibited.
- Clothing where any undergarment is showing is not appropriate. Sagging pants or shorts are prohibited.
- Halter tops, bare midriffs, spaghetti straps, low cut or revealing tops/tank tops, mesh or see-through sheer tops, bareback tops, crop tops and half-shirts are prohibited. Straps on blouses/shirts must be at least **two inches** wide.
- Shorts and skirts must be as long as a student's fingertip when the arms are at a student's side and the fingers are extended straight down.
- Any clothing that is purposely ripped, torn, or frayed is prohibited.
- Hats may not be worn inside any building at school. While at school hats must be worn with the bill facing forward, not backwards or sideways.
- Flip flops, clogs, or open backed sandals are not allowed. Heale shoes are also not appropriate. Shoes should be closed and appropriate for walking and running, and cannot interfere with the planned P.E. program activities. A shoe with a heel greater than 1 inch is prohibited.
- Make-up is not allowed.
- Any kind of accessory that is deemed inappropriate is prohibited. This includes but not limited to wallet chains or spikes.

Students wearing inappropriate attire or footwear will be sent to the office, and parents will be called to bring appropriate clothing for their child. Students will also be given the option to change into appropriate clothing at the site if there is any available. Students who repeatedly violate the dress code will receive consequences including a Recess Detention and/or suspension for repeated violations and defiance.

Harassment

Harassment (verbal, physical, or sexual) is not allowed on the Creekside Oaks School campus. Following Education Code Section 212.6 (b) and the Western Placer Unified School District Board Policies on Sexual Harassment, Creekside Oaks School has strong consequences for harassment. A student who believes he/she has been sexually, verbally, or physically harassed should report it immediately to any adult. Any student who knows of any sexual harassment should report it immediately. Information on all types of harassment is communicated through the first day packet, Parent/Student Handbook, teacher handbook, assemblies and the classrooms. Students are informed that the consequences could include some or all of the following: a parent conference, suspension (in school or at home), and/or a conference with law enforcement.

Child Abuse Reporting

Following the Education Code Section 3529.2 and Penal Code Section 11164, Creekside Oaks Elementary School has a Child Abuse Reporting Procedure in place. Teachers have been trained in knowing the procedure.

Creekside Oaks Behavior Plan

Creekside Oaks is utilizing the PBIS or Positive Behavior Intervention Support program based on training through the Placer County Office of Education. The basic principles of the plan include:

- Determining specific behaviors that students should be actively living by while at school. They are safe, respectful, responsible, and unified.
- Defining student expectations in all areas of the school
- Teaching and re-teaching those expectations to students
- Providing a system whereby students may receive consequences based on negative behaviors
- Having a process to track, monitor, and make adjustments to the expected behaviors of students through monthly meetings with the discipline committee
- Having a process to support those students who continue in the negative behavior
- Systematically supervising students to encourage positive behavior
- Reinforcing positive behaviors to help students continue to make good choices

Positive Reinforcement

The staff highlights positive behavior and encourages good citizenship. 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 Creekside Oaks School: reading Incentives, Creekside Caught ya's, verbal praise and encouragement, extra and co-curricular activities, Good Citizen Awards, Student of the Month, helper / special person of the day / week, and Privilege rewards.

Suspension and Expulsion

The Creekside Oaks Elementary School administrators follow the Suspension/Expulsion Procedures outlined in the Education Code Section 48900-48926, the Western Placer Unified School District Policies and the procedures listed in the Western Placer Unified School District Safe School Plan. Suspension of Special Education students is monitored and legal requirements are followed. All information of suspension of special education students is sent to the District Office. The principal attends continual training on legal requirements concerning suspension and expulsion requirements.

Education Code 48900 and 48915 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 threatens actions that cause physical injury to another
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., firearm, knife, explosive material) or imitation firearm

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- Brandishing a knife at another person
- 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
- Causes 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
- Aiding and abetting the infliction of physical injury on another person

Students who choose to violate Education Code 48900 or 48915 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.

Classroom teachers are notified of students in their class with past suspensions and expulsions. A student will not be suspended from school for more than twenty (20) school days unless the student is recommended for an expulsion.

Data Source: Discipline Records		
2006-07	Suspensions -- 23	Expulsions -- 0
2007-08	Suspensions -- 28	Expulsions -- 0
2008-09	Suspensions -- 33	Expulsions -- 0
2009-10	Suspensions -- 23	Expulsions -- 0
2010-11	Suspensions -- 17	Expulsions -- 0
2011-12	Suspensions -- 9	Expulsions -- 0

Governance Team:

School Site Council and staff will monitor activities throughout the year. The Safe School Plan will be annually reviewed. The School Site Council reviews the progress and examines student data. The Student Study Team, grade level teams, Discipline Committee, and principal continually review student performance, behavior and assessment data.

Funds/Resources Needed to Support Implementation:

A variety of resources are used to fund the activities and programs:

- Incentive programs are funded with site and Parent Teacher Organization funds
- Student reading Intervention is funded through Title I funds.
- Student recognition is funded by site and Parent Teacher Organization funds
- Staff development and trainings are funded by site and district funds
- Parent education activities are funded by site and Parent Teacher funds

Evaluation:

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

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
Intervention Services	Continual	X	X	X	X	X	X	X	X	X	X
Student Study Team	Continual	X	X	X	X	X	X	X	X	X	X
Parent Education Meetings (PTO)	Monthly	X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention	Conference			X	X				X		X
Discipline Committee Meets	Monthly	X	X	X	X	X	X	X	X	X	X
School-wide Reading Program AR	Daily and Trimester	X	X	X	X	X	X	X	X	X	X
Positive Recognition Awards	Monthly	X	X	X	X	X	X	X	X	X	X
Science Instruction	Grades 1-5	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
School Site Council	Monthly	X	X	X	X	X	X	X	X	X	X
ELAC	4 times a year						X	X	X	X	
Professional Learning Communities (PLC)	Grades K-5 Every other Monday	X	X	X	X	X	X	X	X	X	X

Component Two: The Physical Environment (Place)

Action Plan

Creekside Oaks Elementary School is located in the Western Placer Unified School District. Its physical location is in Lincoln, in a once rural area that is experiencing growth of residential and commercial developments.

Goal #1: All students will have safe entrances and exits during the daily school routine or during a crisis situation.

Objectives:

- School administration will work with local agencies to assure the most effective and efficient plan is in place for parent pick-up and drop-off of students.
- The school administrators will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Parents will be well informed as to the proper conduct and rules and procedures of the parking lot.
- Procedures will be put in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies will be in place in emergency situations.
- Emergency kits will be checked monthly and updated as needed.

Student Support

- Creekside Oaks works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.
- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the Student/Parent Handbook, first day packets, school newsletter, and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- Administrators and staff monitor the loading/unloading of cars and student arrival/departures.
- Procedures are in place for student emergency situations.
- Emergency exit plans are posted in every classroom.
- Teachers discuss and review the emergency plans with students.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes into and out of school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- A calendar will be set up by the principal and secretary to provide monthly checks of emergency kits to assure they are ready anytime an emergency might occur.

Goal #2: The Creekside Oaks campus is a secure and safe environment.

Objectives:

- Assure an accounting of all students and visitors while students are on campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office personnel monitor this objective.
- Make sure there is adequate lighting in place to ensure safety on the campus at night.
- Assure that Lock-down, evacuation, and all emergency procedures are in place.
- Monitor main entry and exit points to the school.
- Make sure all staff members are easily identified.
- Create a plan so there is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- Assure that a security system is in place and the custodians, principal and district maintenance crew monitors its use.

Student Support:

- The campus is closed and access signs are displayed prominently at entry points. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff is trained to direct unidentified persons to the main office. Staff and office personnel monitor and assess this procedure.
- Signs are posted to keep dogs (unless prior arrangements are made) off the campus. There are procedures in place to contact local animal control officers so that the animal can be removed as soon as possible.
- The school playground is gated and limits vehicle access to school grounds.
- There is adequate staff supervision when students are on playground. Each staff member wears an orange vest so they are visible to students for emergencies. Staff is on duty as students leave campus. Teachers monitor the hallways.
- A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.
- Places for loitering are limited. Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas and the principal and night custodian periodically check to insure lighting is in working order.
- Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the School Safety Committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activity.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.
- Fire drills are practiced Monthly. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are also practiced annually.
- Emergency procedures and plans are assessed by the principal and staff.

Parent Support for component two

- There is ongoing communication to parents on traffic flow for safe drop off and pickup issues.
- Parents have the opportunity to work in a collaborative manner to give input on school safety issues and the Safe School Plan.

Staff and Site Support for component two

- Classrooms have an appropriate amount of space for the student-teacher ratio and are designed in a positive manner. The classroom environment is conducive to learning and instruction and is a safe and orderly environment.
- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities, or person. Safety and security is a primary focus. If graffiti and evening/weekend littering and vandalism become more frequent, additional law enforcement patrols will be requested.
- During the school day the campus is as secure as possible.
- A security system with panel access codes has been installed for the entire school.
- Standard incident-reporting procedures are in place. Monthly emergency drills are logged.
- Equipment is inventoried, engraved or labeled for identification and stored securely and safely.
- The community using the facilities will follow district procedures and when using the facilities during off-school hours will have maintenance personnel in attendance.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed at staff meetings and the staff gives input. The Crisis Plan is in place. It includes natural emergencies and a crisis intervention plan to handle all types of emergencies. This plan is reviewed annually.
- There is a school site emergency communication system in place. There is a two-way radio in place for communication with the District Office. The health clerk, noon supervisors and the office staff also use hand-held radios.
- There is a new school automation emergency communication system in place to call all parents in case of a major incident.
- The principal will be visible on campus, in classrooms and will be available to all members of the school community.
- The staff models positive attitudes towards students and parents, emphasizing respect, consideration, responsiveness, accountability and sensitivity.

Governance Team:

A School Site Council, consisting of principal, teachers, parents and a member of the classified staff participates in the goal setting, decision making and development of the budget of the programs that support these goals. Staff and parents have opportunities for input. The staff works in collaboration with local fire and law enforcement agencies, the community, local businesses, health professionals, county agencies and District personnel to help create a safe, secure facility. The Discipline Committee work to ensure a safe and orderly campus.

Funds/Resources Needed to Support Implementations:

A variety of resources are used to ensure the safety of this campus:

- District and site funds support the purchase of signs, cones, and materials to ensure safety of students walking to and from school.
- Site and Parent Teacher Organization funds support award, discipline and incentive programs.
- Site and district funds support the maintenance needs.

Evaluation:

Evaluation of the programs and campus security is reviewed and monitored by the School Site Council, staff, and Discipline Committee. 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 School Site Council.

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 Creekside Oaks and work as a team to solve problems and improve the safety and climate of the school.

Recommendations for improvement:**District**

*more lighting for asphalt on west playground and courtyard in front of library

*outdoor PA so west playground can hear "All-Call"

*create a driveway/walkway to cafeteria for food service and milk vendor vehicles, and for Students coming from Fuller Ave.

Site

*emergency substitute packets in front office for each teacher

Timeline of Major Activities

Activities	Timeline	A	S	O	N	D	J	F	M	A	M
Communicate with parents re: drop off and pickup points	Monthly	X	X	X	X	X	X	X	X	X	X
Work with crossing guards and staff working traffic supervision	Continually	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 custodians regarding safety issues	Continually	X	X	X	X	X	X	X	X	X	X
Work with local fire and law enforcement agencies regarding safety (parking lot and gates)	Annually	X	X	X	X	X	X	X	X	X	X
Work with county officials on signs and roadways	On-going as needed	X	X	X	X	X	X	X	X	X	X

Creekside Oaks Fire Drill Procedures

- The fire alarm will sound.
- Teachers are to take with them their emergency packets (updated fire drill roll sheet, and green & red card).
- Teachers are to leave their door unlocked and walk with their class in an orderly manner to their designated spot on the playground.
- When teachers are in position, students who were not with their classroom teacher will return to their own classroom teacher's line.
- Teachers are to take roll at the designated spot and make sure that all children that are present that day are with their teacher.
- When all classes are in position, teachers will hold up either a green card (everyone present and no extra students) or a red card (indicating extra or missing students).
- If students are missing or if there are extra students, the principal will contact office staff to see if the missing students are with them. If students are not located, the principal and/or the custodian will search for the students, and the principal designee will be in charge of the fire drill scene.
- Teachers will return to their classes when the "all clear" signal is given (one long continuous bell) or they will be given instructions as to the next step.

NOTE: In the event that a fire drill sounds during lunch or a recess, the students will be escorted to their designated spot by the adult supervisors and the teachers will be notified to go immediately to that spot to rendezvous with their class.

Creekside Oaks Earthquake Procedures

- In the event of an earthquake, there will be an announcement of "Earthquake, Drop" over the intercom when possible. If no announcement is given teachers are to tell their students: "Earthquake", "drop" or "get under your desk".
- Students will then drop to the ground under their desks and cover their head and neck.
- The teacher will stay under their desks or stand in the door frame, whichever is safer.
- Students are to remain under their desks until the teacher gives students an all clear signal.
- When the teacher determines that it is safe, the teacher will then take students outside to their fire drill spot.
- If it is not safe to leave the classroom, the teacher will contact the office for assistance.
- Administration will also give an announcement to go to their fire drill numbers and will rendezvous with classes outside.

Creekside Oaks lockdown Procedures

A Lockdown is given when there is an intruder on campus, or known to be coming on campus, that poses an immediate threat to the safety and wellbeing of the staff and students.

- An announcement will come over the intercom that this is a “lockdown”.
- Teachers are to lock the door, close their curtains, and cover the windows in their door. Students are to move under the desk or in an area where they are most likely not to be seen.
- Do not open the door under any circumstances for anyone. Administration or law enforcement will open your doors if necessary.
- If a lockdown occurs during recess, the adult supervisors during recess will have students go to the cafeteria or return to their classrooms. Students will remain until the lockdown is over.
- Use the red card and green card method posted in the window of the door or classroom to signal conditions in the class:

Red card = Missing Students or injured students

Green card = all well and all students in class

Creekside Oaks Shelter in Place

A shelter in place alert is announced when there is a possible dangerous situation outside of the school but close enough that measures are taken to assure the safety of the children.

- An announcement will come over the intercom that this is a shelter in place.
- Teachers are to lock their doors, close their blinds and cover the windows and their doors, but classroom routines will continue as usual.
- Students are not to leave the classroom for any reason and teachers are not to open the door for anyone for any reason. School Administration or law enforcement will open the doors.
- If teachers need to have students go to the bathroom, they are to call down to the office, and office staff will escort students to the bathroom if it is deemed to be safe enough to do so.

Creekside Oaks Evacuation Plan

The evacuation plan is initiated when it is necessary for students to leave the school premises and go to a safer location. There are three possible scenarios when having an evacuation.

Scenario 1

- Teachers and staff are to follow the fire drill procedures to initiate the evacuation. Teachers will then follow directions of administration to move their class to their evacuation location along first street or to another location off the school campus

Scenario 2

- An announcement will be made to evacuate the school. Teachers will take their classes following the route map to their designated location along First Street. They will then wait for busing, pick up, or directions to take their class to another location.

Scenario 3

- In the case of a lockdown occurring first, teachers will receive an all call explaining that they will be approached by administration or law enforcement at the classroom door to evacuate the campus.
- Once the classes are in place or notified of the evacuation, support staff and instructional aides will be assigned to assist teachers in escorting them to the designated evacuation area. The exact location of the evacuation area will be given to the staff members if it is not a previously designated location.

During all evacuations, office staff will bring with them the emergency cards, a copy of student phone numbers in our student information system, and any walkie talkies that are in the office. Teachers will bring their walkie talkies that they had with them. Support teachers and staff that do not have an assigned classroom of students will take the walkie talkies to help in communication to classroom teachers.

The evacuation areas away from school are as follows:

Outdoor areas

- The front of school along first street (see map)
- The field across the street from Creekside Oaks.
- The field along Joyner Parkway in front of the community Center

Possible Indoor Areas

- The community center gymnasium

INITIAL EMERGENCY PROCEDURES

In the event of:	Please:
Stranger on campus	<ul style="list-style-type: none">*Notify the office through the campus phone system or by walkie-talkie from the playground.*Provide a description of the individual
Individual with firearm -- adult or student	<ul style="list-style-type: none">*Never take steps to attempt to disarm the individual!*Secure your students in classroom*Lock down room*Notify the office using campus phone system*Account for all children*Provide a description of the suspect
Attempted kidnapping	<ul style="list-style-type: none">*Never take steps to physically thwart a kidnap attempt!*Secure your students in classroom*Lock down room*Notify the office of attempt and perceived victim using campus phone system*Account for all children*Provide a description of the suspect
Serious Injury	<ul style="list-style-type: none">*Begin First Aid procedures and/or*Notify office using campus phone system or reliable student messenger(s)*Send students to neighboring classroom*Stay with victim until relieved by paramedic or other qualified individual
Death of student (off campus)	<ul style="list-style-type: none">*Minimize initial comment to students until all facts are present*Contact school office for confirmation*Respect privacy of the victim's family*Moderate student discussions*Expect support from district psychological support personnel
Death of student (on campus)	<ul style="list-style-type: none">*Remove students from scene by sending them to neighboring classroom*Notify office using campus phone system or through adult runner*Remain with victim until relieved by administrative personnel, police or paramedic*Minimize initial comment to students*Expect support from district psychological support personnel
Death of employee	<ul style="list-style-type: none">**Same as above
Rumors of Trauma, Injury, Accident or Death	<ul style="list-style-type: none">*Seek confirmation from school office*Minimize comments to students until all facts are known*Moderate student discussions*Coordinate support from district psychological support personnel
Altercation between Adults	<ul style="list-style-type: none">*Remove students from immediate area*Draw classroom drapes*Notify office using campus phone system
Mountain Lion or Other Major Animal	<ul style="list-style-type: none">*Commence Return to Building procedures*Draw classroom drapes

*Notify office through campus telephone system.

- *Commence restraint procedures
- *Monitor objects that can be thrown
- *Contact office

- *Remove students from immediate area of student misbehaving or remove disruptive student from peers
- *Notify office through available systems
- *Commence procedures outlined in individual student behavior plan if available or rely upon office or designee for next steps

- *Be aware of procedures associated with individual
- *Clear an area
- *Do not restrain
- *Contact office
- *Wait with student
- *Debrief

- *The Principal or designee shall notify the police department.
- *Notify the Superintendent
- *Make the decision to evacuate the buildings
- *Follow Fire Drill procedures

The teacher will:

- *wear safety vests for easy identification
- *evacuate their area with students immediately
- *close doors behind them, but leave them unlocked
- *assemble in a pre-arranged, identified safe location
- *line students up with backs to the school buildings in one, quiet line
- *face students so teachers can see buildings and emergency personnel
- *take attendance and account for all students
- *wait for further instructions from emergency personnel or administrators

Administration will:

- *visually inspect their assigned areas to verify no one remains in school buildings
- *give further directions as directed by emergency personnel
- *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.

***In case of emergency, the teacher is to call the office on the red phone by dialing 163. This phone is a priority and is immediately answered by office staff.**

If a child tries to hurt himself while at school, and it is life threatening, these

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Life threatening

procedures will be followed:

The teacher will:

*Call 911 for an immediate response.

*Call the office extension 163 – red phone
 112 – Mr. Pickett
 107 – Mrs. Anderson
 100 – Mrs. Shorkey
 101 – Mrs. Everts

and request assistance from the principal.

*Follow up with a 1066 report to Children's Protective Services

The office will:

*Call parents using the emergency card information
*Call Placer County Mental Health at 889-6850
*Notify the superintendent at 645-6350
*Report the incident to the Lincoln Police Department 645-4040
*Request a substitute for the teacher, if necessary, 645-6350
*Request counseling services for students in the classroom, if necessary
(Director of Special Education, 645-6350).

The teacher follows up with a 1066 report to Children's Protective Services.

**Self Inflicted Injury
Non-life threatening**

If a child tries to hurt himself while at school, and it is NOT life threatening, these procedures will be followed

The teacher will:

*Call the office, extension. 112 – Mr. Pickett
 107 – Mrs. Anderson
 100 – Mrs. Meijer
 101 – Mrs. Everts

and request assistance from the principal.

The office will:

*call the parents using emergency card information
*notify the superintendent at the district office
*report the incident to the Lincoln Police Department 645-4040
*request a substitute for the teacher, if necessary
*request counseling services for students in the classroom, if necessary (Director of Special Education, 645-6350)

The teacher follows up with a 1066 report to Children's Protective Services.

AFTERMATH

- 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.

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
- Student/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

COMMUNICATING OUR PLAN

- Staff will be made aware of the crisis immediately through the PA system from our school office
- "911" 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
- Communication with parents will be done 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 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

Staff Buddy System to account for each other and notify the office if someone is missing. Buddy System matches:

- Rooms 1, 7
- Rooms 5, 6
- Rooms 10, 11
- Rooms 12, 13
- Rooms 16, 17
- Rooms 18A, 18B,
- Rooms 19, 20
- Rooms 21, 22
- Rooms 24, 25
- Rooms 26, 27
- Rooms 28, 30
- Rooms K-1, K-2
- Computer Lab, Library
- Title I Room 31, Psychologist 32, Peer Coach 33
- RSP Room 36, Speech Room 34,
- 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.

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)

This is developed by the fire departments to give a common language and common tactics when responding to emergencies. It was then expanded to all government agencies in 1996. Elements of SEMS include:

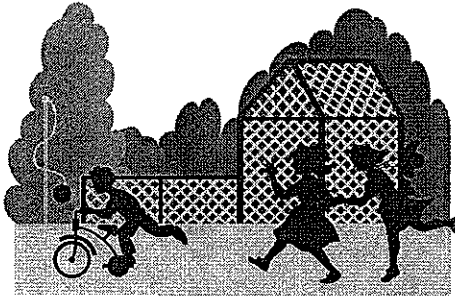
- Incident Command System (ICS)
- Mutual Aid System
- Multi-Inter Agency Coordination
- Operational areas

INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implementers or "Doers"
- Logistic obtainers of resources or "Getters"
- Planning/Intelligence

First Street School Safe School Plan 2012 / 2013



First Street School
1400 First Street
Lincoln, California 95648

(916) 645-6330
(916) 645-6284 fax

Mr. Ruben Ayala, Principal

First Street School
Safe School Plan for 2012-13

Approved by the School Based Leadership Team (SBLT) on November 26, 2012

8.5.34

Safe School Plan Committee Members

- ❑ Mr. Ruben Ayala – First Street School Principal
- ❑ Ms. Mary Boyle – District Administration
- ❑ Ms. Molly Swesey – Second Grade Teacher
- ❑ Mr. Mark Bryant – Second Grade Teacher
- ❑ Ms. Sue Wagner – Kindergarten Teacher
- ❑ Ms. María DeSantiago – Classified Representative
- ❑ Ms. Virginia Cosh – Parent Representative
- ❑ Ms. Misty Compaan – Parent Representative
- ❑ Ms. Connie Scheiber – Parent Representative
- ❑ Ms. Vickie Vineyard – Community Representative
- ❑ Officer Steven Krueger – Lincoln Police Department

Our current committee includes representation from the different stakeholder groups within our school community. All the members have received or will receive training pertinent to the development of a comprehensive Safe School Plan. The committee will meet regularly during the 2012-13 school year to revise and implement the Safe School Plan.

First Street School's Mission Statement

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

School Description and Profile

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 465, with two to three classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school offers Structured English Immersion (SEI) for the school's English learners; it also houses the district's Elementary Academy for identified Gifted and Talented Education (GATE) and high achieving elementary-age students. Support services include a Special Education Resource Program, Speech and Language, and Title I. In addition, an innovative collaboration between the district and The Lighthouse Family Resource Center provides individual and small group counseling services to at-risk students.

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

Component 1 – The School Climate

Prevention: Creating a Caring School Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

ACTION PLAN:

- ❖ Character Education – First Street School uses the district-adopted Positive Action curriculum as part of the character education offered to our students. Whenever possible, we also offer assemblies for the entire school.
- ❖ After-School Programs – First Street School currently offers two types of after-school programs in an effort to reduce juvenile crime and improve school performance. As part of a district-wide Twenty-First Century Grant, children at our school have the option of attending the C.A.R.E. Program after school. This program provides the students with one hour of recreation, one hour of tutorial and one hour of enrichment activities. First Street School also offers reading and math intervention programs for our at-risk or struggling students. In addition, students in third through fifth grade have an opportunity to attend our Homework Club after school. This program provides children with a quiet environment and the help of a teacher three days per week (Tuesday – Thursday).
- ❖ Discipline Policies – As a result of input from staff, students and parents we have been focusing on decreasing bullying incidents on our campus. Through assemblies and classroom activities our students have been exposed to conflict resolution and appropriate school behavior. The implementation of our “Big Buddies” program has also had an impact on behavior on the playground. Our older students are supportive of our younger students and help them in many ways. A site discipline plan is disseminated to parents and students at the beginning of the school year via a Parent/Student Handbook. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. Certificated and classified staff is informed of policies and respond fairly and consistently to violations. School rules are posted in each classroom and in playground areas.
- ❖ Staff Supervision – Increased student numbers necessitated additional staff on supervision duty during recesses and before school. We increased the number of teachers on the playground area and we incorporated our instructional aides into our duty schedule. We will continue to revise and adjust our duty schedule as deemed necessary.
- ❖ Student Safety - An area of concern for our parents has been the ease of access to our school. The front of our school is not fenced and thus access is available from many different points along the front. It was also expressed that it is difficult to distinguish between parents and strangers to the school. The long range goal in this area is to appropriately fence the front of the school and thus be able to monitor entry onto the campus. *For the 2011-12 school year, fencing was added on the west side of our campus eliminating one of three main entry points.* We will continue to implement other safety measures which have been successful such as asking that all parents coming to drop off their students (and who plan to stay for more than a couple of minutes) register through the office and get a visitor's sticker. We will also continue to ask that all parents waiting, congregate

in a specific area of campus. *We will be vigilant in enforcing this policy throughout the year. The school's video monitoring system was updated in the 2012/13 school year. Three high resolution digital cameras were installed in different areas of our campus. We hope to add cameras in the future to enhance the overall security of our school.*

Intervention Strategies to Maintain a Caring Climate

GOAL: To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

- ❖ First Street School is currently served by one of the district's school psychologists. Along with assessment for Special Education referrals, the psychologist provides one-on-one counseling, small group counseling, and classroom support.
- ❖ The Lighthouse Family Resource Center works very closely with all the schools in the district and provides the students and their families with a myriad of services free of cost. Services provided by the Lighthouse include counseling, parent education courses, WIC, Public Health, Immunization and Flu Clinics and Sierra Family services.
- ❖ Chronic attendance problems rob children of not only academic success but also of a bonding experience with their school and put them at risk for failure. First Street School recognizes the importance of good attendance habits and has implemented a system of rewards for students with positive attendance. *First Street School, along with the rest of the schools in the district, will be closely monitoring student attendance for the 2012-13 school year.*

Component 2 – The Physical Environment

GOAL: To provide our students with a clean, comfortable environment that is free from distractions and is conducive to learning.

ACTION PLAN:

- ❖ School Location – First Street School is located at 1400 First Street, in the community of Lincoln. The school is one of seven elementary schools in the Western Placer Unified School District. The school is located on a busy street and near a traffic-heavy intersection.
- ❖ Student Safety – In an effort to ensure student safety at two potentially dangerous intersections, crossing guards were employed and trained (by the local police

- department) to assist our students as they walked or rode their bikes to and from school. As our budget allows, we will continue to employ the crossing guards.
- ❖ School Grounds – Our most recent parent surveys identified the parking lot as an area of concern. Speeding, double parking and congestion were creating a situation that jeopardized the safety of our students. To alleviate the problems, several measures were taken: speed bumps were installed, the lot was clearly marked prohibiting stopping in unauthorized areas, and personnel assists in keeping the traffic flowing.
 - ❖ Campus Cleanliness Projects – We don't experience a high incidence of graffiti or vandalism but when it does occur it is taken care of immediately. Students and staff also participate in "clean up" activities that are designed to keep our campus litter free.
 - ❖ Our community partner, Bridgeway Church, has been instrumental in planning and carrying out Campus Improvement Days. For the last couple of years volunteers from Bridgeway have joined school staff and parents in undertaking major landscaping and clean-up projects that have improved the aspect of our campus.
 - ❖ Classrooms – All classrooms are well maintained and attractive. They are free of physical hazards and are equipped with fire extinguishers.
 - ❖ Our school recently underwent a "Williams" review by the Placer County Office of Education to determine if our facilities were in "good repair" as defined by Education Code Section 17002(d)(2). The school facilities were found to be exemplary.
 - ❖ Internal Security – A campus-wide communication system with individual telephones in all areas and school-wide "all-call" capabilities enables clear and effective announcements at any time. State-of-the-art security and fire prevention systems enhance the overall security of the campus. In addition to these features, our school is also equipped with the Primus key system. This unique feature allows the staff to lock classroom doors from the inside of the room only; this facilitates lock-down situations.
 - ❖ Safety Drills – Fire drills are done routinely. In addition, fire and evacuation procedures are posted in every classroom and other buildings on campus.
 - ❖ Video Surveillance – The school updated its video surveillance system during the 2012/2013 school year. The new system enables us to monitor activity on campus (detect strangers, etc.) during the school day and will help to deter vandalism and inappropriate activity during non-school hours.

Evaluation

The First Street Safe School Plan will be evaluated and updated each year. The Safe School Plan Committee will continue to meet and advice on revisions to the plan. The committee will also continue to attend any appropriate training that is available.

FIRST STREET SCHOOL SAFETY PLAN

Disaster Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (North end of playground).
3. Teachers are responsible to clear their classrooms and for making sure their doors are locked. Special programs teachers will escort their students to designated evacuation area and return their students to the homeroom teacher.
4. Roll will be taken to ensure all students are present.
5. At end of emergency or drill, the "all clear" will be executed.

Threat requiring evacuation to another site

1. The alarm will be activated with announcement over the PA system "All students are to return to and remain in their homeroom!"
2. When transportation is available, principal or designee will call for orderly evacuation of the school through the gates at the Northeast end of the campus.
 - Staff will bring emergency clip board and evacuation kits.
 - Students will be moved onto the bus loading zone on "O" Street.
 - Busses will be boarded at the loading zone, unless otherwise stated.
 - Additional emergency equipment (cell phone, radio...) should be secured as time permits.
3. First Street School will be locked and alarm set.
4. Students and staff will be transported to primary evacuation site (COES).
5. At the evacuation site, emergency activities will be coordinated jointly by the administration.
6. First Street School's secondary emergency evacuation site, if necessary, is Lincoln High School.
7. At the evacuation site, First Street School students will remain together until released to parents. A sign out process will be used and records kept.

Threat of violence at school

1. Intercom/PA system will be used to notify staff and students to remain in the classroom and to ensure that all doors are securely locked.
2. Students and staff will remain in "lockdown status" until the "all clear" is given.

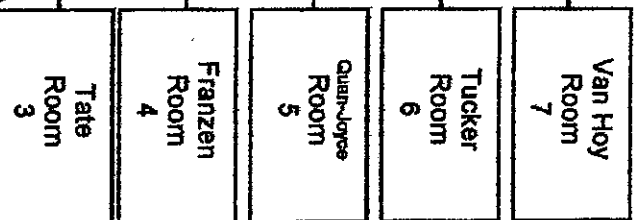
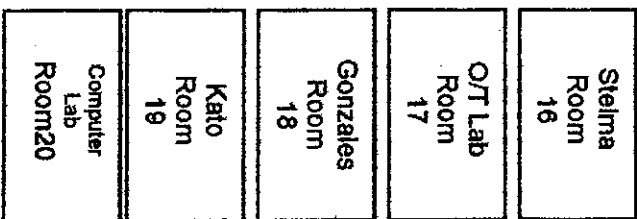
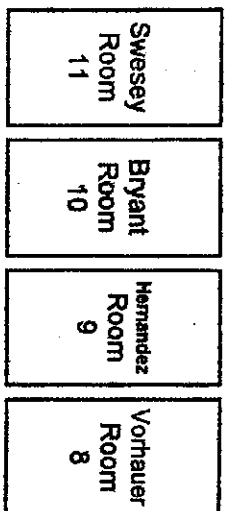
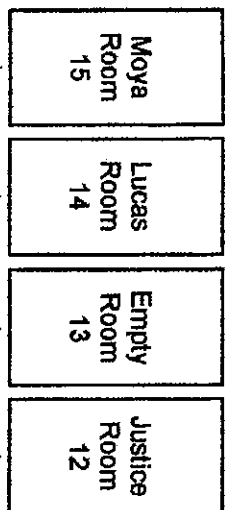
***Students with disabilities will be assisted to staging and evacuation areas. All egress and ingress routes can accommodate students with disabilities.**

FIRST STREET SCHOOL

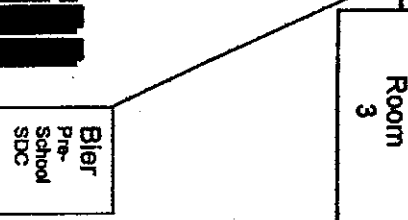
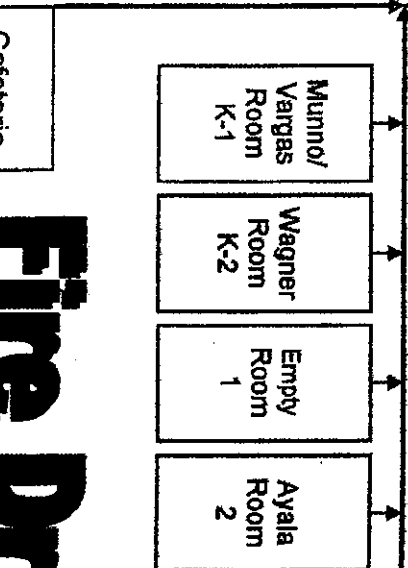
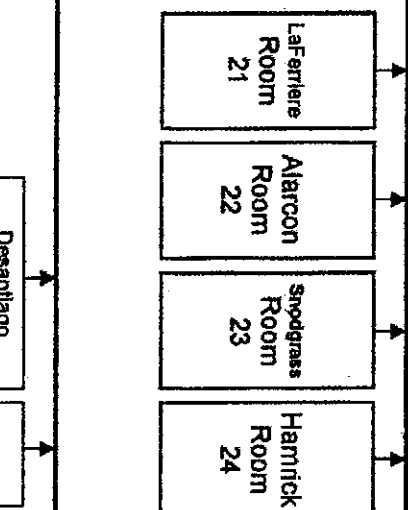
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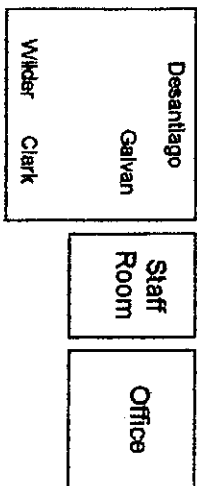
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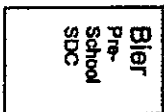
O Street Bus Loading



Bike Area



Fire Drill

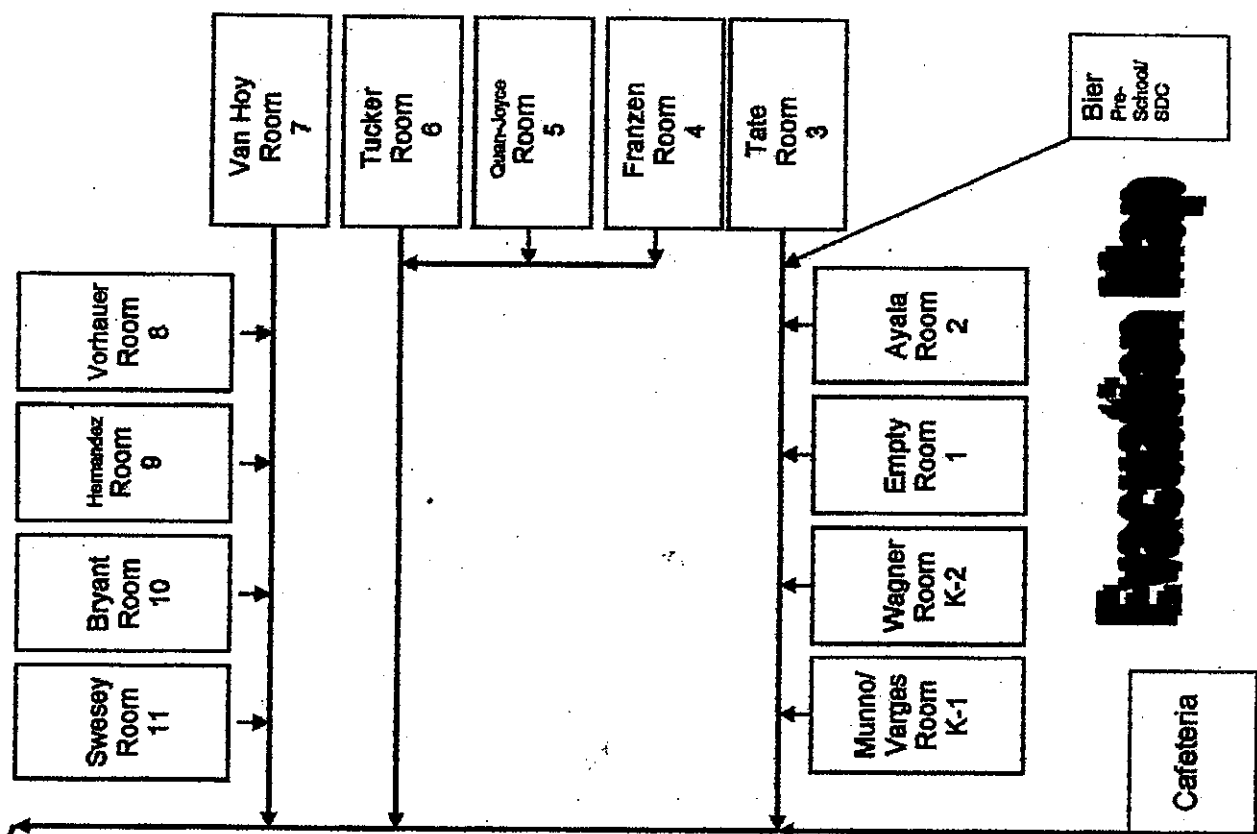
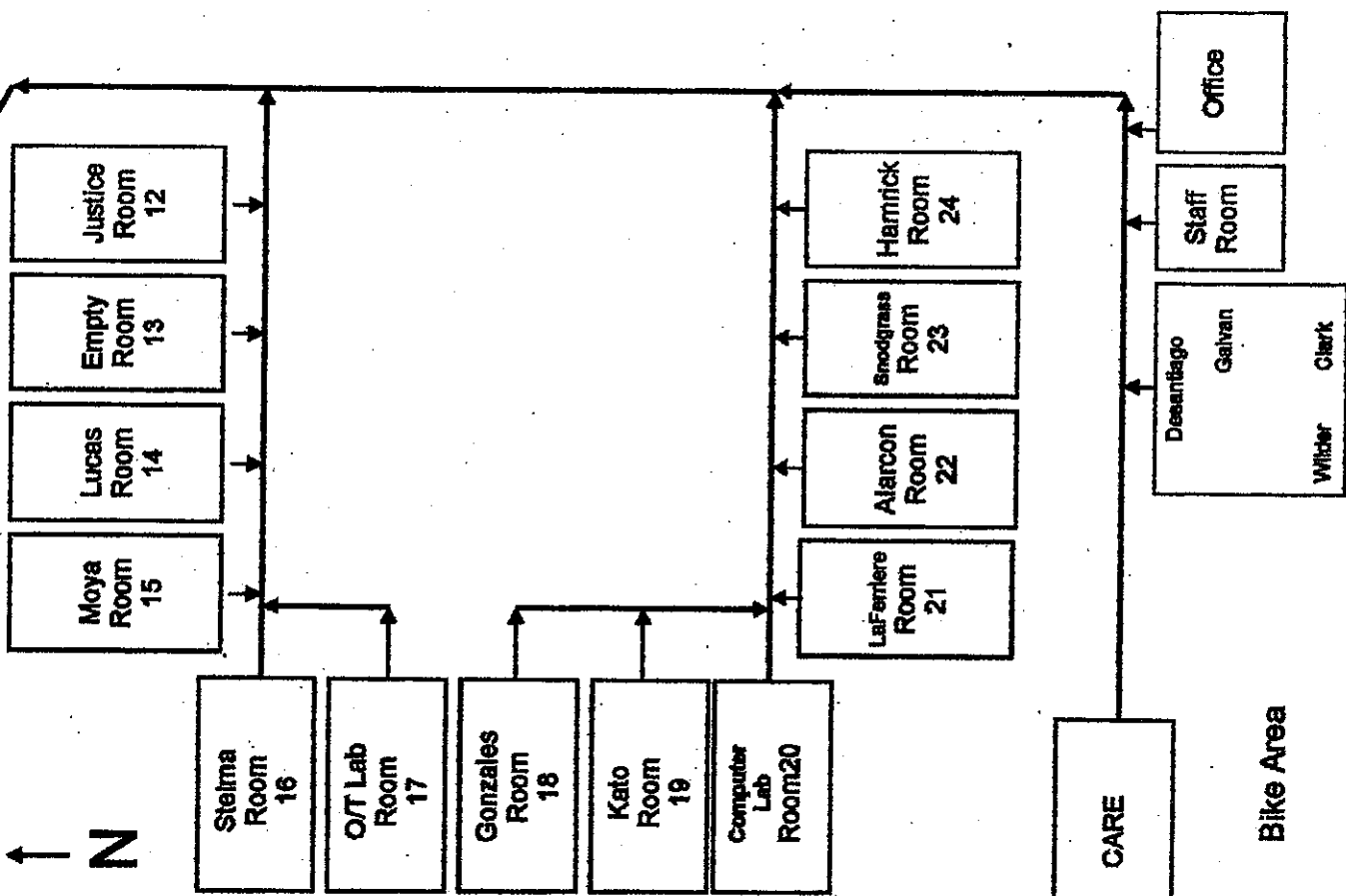
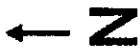


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Gate FIRST STREET SCHOOL

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Black Top Area



Evacuation Map

O Street Bus Loading

Bike Area

8.5.42

Foskett Ranch Elementary School

Western Placer Unified School District

Safe Schools Plan & Emergency Response

Revised by School Site Council: 12/4/12

Foskett Ranch Elementary School Western Placer Unified School District Comprehensive School Safety Plan 2011-2012

School Vision Statement

At Foskett Ranch Elementary School our focus is to promote and support academic, personal and social achievement.

Statistics

School Enrollment: 550
English Language Learners: 18

Cost of burglary and theft activity	N/A
Number of Expulsions	0
Number of days of student suspensions	0
Number of disciplinary referrals	9
Number of infractions of school rules	9
Number of Student Study Team meetings	13
Number of students referred to counseling	3
Number of students referred to conflict management	0
Number of Parent Volunteers	570

Objective Cross Reference

Required Element	Referenced Page(s) in Document
Child abuse reporting procedures	Board Policy (BP) 5141.4
Disaster procedures, routine and emergency	Emergency Procedures and Crisis Plan
Policies related to suspension and expulsion	Student Handbook (SH) 6 BP 5144; 5144.1; BP 5144.2
Teacher notification of dangerous students	BP 5119
Sexual Harassment	BP 4119.11; BP 4219.11; BP 4319.11; BP 5145.7
School-wide dress policy	BP 5132; SH 8
Safe ingress and egress	BP 5142; SH 5 & 8
Safe and orderly school environment conducive to learning	SIP; BP 4158; BP 4258; BP 4358; BP 5142; SH 5-9
School Discipline, rules and procedures	SH 6; BP 5144
Hate Crime	BP 5145.9

Component One – People and Programs

Goal #1: All students, including sub group populations, will demonstrate proficiency towards state standards.

Objectives:

- Foskett Ranch Elementary School will meet its Adequate Yearly Progress (AYP) and Academic Performance Index (API) goals, both school-wide and subgroup goals, as established by the state and federal governments.
- English Language Learners will advance one proficiency level a year on the CELDT until redesignation as Fluent English Proficient (FEP).
- Identified special education students will meet IEP goals that are aligned with grade level standards.
- All Sub groups will meet established targets.

Goal #2: Instruction will be aligned to standards, based on student consistent assessment data and geared towards meeting the needs of all sub groups.

Objectives:

- Staff will analyze student data to plan instruction as measured by meeting agendas and minutes, lesson plans, and principal walk through observations.
- Collaborative meetings between support personnel, administration and grade level teams will focus on student performance (students below standards, meeting standards and exceeding standards) to plan and implement strategies/techniques/intervention to support all students as measured by collaborative meeting agendas, minutes and implementation of collaborative meeting action plans.
- Grade level and individual goals will align with school goals that are based on assessment data and geared towards student achievement towards district standards.
- Instruction will be differentiated to include activities to meet the needs of all subgroups in the classroom as well as the learning center.

Goal #3: Foskett Ranch students will feel emotionally and physically safe at school.

Objectives:

- Staff will consistently implement a school behavior plan that focuses on the three main expectations (BEST Behavior Plan) as well as consequences to choices and procedures to every area of campus.
- Students will feel connected to school via development of positive relationships with other students and adults as measured by student surveys.
- Students will indicate they feel safe on the playground as measured by student surveys.

Student Support and Intervention Opportunities:

Goal One:

Students will meet or exceed grade level standards. Intervention plans, including programs to support students academically, will be developed for students not meeting grade level standards.

Student Success Team (SST) is available for students that are having difficulty academically, behaviorally.

EL students (English Learners) are supported for English Language Development, core curriculum acquisition and cultural integration. English Learners are placed with teachers that have a specialized certificate or credential (CLAD, BLCAD, SDAIE) and receive instruction that is differentiated.

Special Education students receive intervention according to their Individual Education Plan (IEP) goals. Foskett Ranch currently operates two programs – Resource Specialist Program (RSP), and Special Day Class (SDC).

An After School Tutoring Program is offered for students in grades 1-5. Students not meeting grade level standards and/or students at risk for retention may participate in after school tutoring. Students with targeted needs work on homework, the Accelerated Reading Program, math writing and computer activities in reading to improve comprehension during the tutoring period.

Special Education Students have the opportunity to participate in the Western Placer Unified School District's extended school year program as outlined in their Individualized Education Plans (IEP).

Identified gifted and talented students have the option of attending the GATE program at First Street School or attending a general education classroom at Foskett Ranch and addressing needs through an individualized plan. Students meeting and exceeding grade level standards will be challenged by higher level thinking activities and the Accelerated Reading Program.

Children's System of Care - The goal of the program is to maximize the use of school resources for early intervention to ultimately alleviate the need for more "deep end" services later on.

Positive Action is a K-5 classroom program that teaches students at all grade levels drug resistance skills, peer pressure self esteem and how to make right choices.

Study Buddies and Peer Tutors are arranged by pairing upper grade classes with primary classes to provide peer tutoring and assistance.

The Assistance League of Greater Placer provides supplies such as dictionaries, backpacks, sweatshirts, shoes, jeans, and hygiene kits to students in need. They also offer anti-bullying programs.

Suicide prevention training is offered to support staff through the Roseville Police Department and the Placer County Office of Education.

Goal 2

An occupational therapist works with the teachers of Special Education students who have sensory integration and fine motor difficulties that prevent them from being successful in class.

Staff reviews the school behavior plan that awards student making appropriate choices and gives consequences to students making inappropriate choices. The behavior plan is reviewed every other year and is a "living" document.

The classroom teacher and/or principal, encouraging students to make appropriate choices, will create an individual student behavior plan when necessary.

Achievement, citizenship and attendance certificates and other recognition certificates are given out at the end of each trimester.

Goal 3

Support Systems are coordinated with county and other agencies to provide child services as needed (Access, S.M.A.R.T., Lighthouse Center, Public Health Issues, Parenting Classes, Support Groups, SARB (School Attendance Review Board), and site programs such as Positive Action, positive incentives (Fantastic Falcons) and character education programs.

Educational programs are implemented to focus on specific health issues, such as nutrition, alcohol and other drug prevention, anti-bullying, stranger awareness, family life (as grade appropriate).

Free and reduced breakfast and lunch programs are available for qualifying students.

The school will coordinate with mental health and alternate placement programs to assist that students who have difficulty adjusting in regular education program receive appropriate education services.

Foskett Ranch participates with the district in providing health services such as vision and hearing screening at selected grade levels or as referred.

Students experiencing difficulties may be referred to the Student Success Team to explore intervention options.

The Lighthouse Center, located at 427 A St. #400, Lincoln, CA 95648, 916-645-3300, offers counseling services for at risk students.

Following the Education Code Section 3529.2 and Penal Code Section 11164, Foskett Ranch Elementary School has a Child Abuse Reporting Procedure in place.

Local law enforcement and community agencies will make presentations on child safety issues.

A District nurse is on campus once per week and is available during emergencies or when needed. The nurse, principal and psychologist coordinate with Community Services for prevention and intervention programs for students and their families.

Component Two: The Physical Environment (Place)

Foskett Ranch School is located in the Western Placer Unified School District. Its physical location is in North Lincoln, in a once rural area that is experiencing growth of residential and commercial developments.

Goal One: All students will have safe ingress and egress during the daily school routine or during a crisis situation.

Objectives:

- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the student/parent handbook, first day packets, through the school newsletter and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- The school administrator will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked monthly and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.

Goal Two: The Foskett Ranch campus is a secure and safe environment.

Objectives:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff and office personnel monitor and assess this procedure.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office staff monitor this objective.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during lock-down drills. A cadre of staff will participate in training as available and will train the remainder of the staff.
- Main entry and exit points are monitored. Staff is visible and continually assess the ingress and egress of students and visitors.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

Student Support:

Safe ingress and egress of pupils, parents and school employees to and from school is important at Foskett Ranch. There is constant communication to parents on the safe ingress and egress procedures.

Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 7:45am to 8:15am and 2:20pm to 2:50pm.

Foskett Ranch School works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.

Teachers and staff monitor the loading/unloading of cars and student arrival/departures before and after school.

The campus perimeter is secure from criminal activity. The campus is closed and access signs are displayed prominently at entry points. All visitors must check in at the office and wear visitor badges. Foskett Ranch adheres to the Western Placer Unified School District's Policies on School Safety. Staff is trained to direct unidentified persons to the main office.

The classroom doors lock (using key) from the inside to allow teachers to secure their classrooms without having to step outside.

The school playground is gated and limits vehicle access to school grounds.

There is adequate staff supervision when students are on playground. Staff is on duty as students leave campus. Teachers monitor the hallways. Loitering and trespassing by older students is not allowed.

A Crisis Response Bag is in place. Current phone numbers are kept in the emergency bag to be used in case of student and staff evacuation.

Places for loitering are limited. Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas.

Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the school safety committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.

The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.

School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.

Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.

Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Monthly evacuation drills are practiced following requirements of the Lincoln Fire Department. Earthquake drills are practiced four times per year. Emergency procedure drills, including an intruder on campus are practiced annually.

Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.

Should a bomb threat be received, the principal or the designee shall: Notify the police of intended actions. The principal or designee may request assistance. If assistance is requested the principal will state clearly where the law enforcement officials may meet him/her upon arrival on campus. The principal will also notify the superintendent. The decision to evacuate whole school (fire drill) or on an individual room by room basis will be determined. Staff will avoid any publicity concerning the bomb threat. If the "bomb threat" caller has alerted the news media, the district office will supply assistance for the principal in working with the press.

All persons will be given clear direction to not disturb any suspicious objects/packages.

PURPOSE, PRACTICES AND DESIGN

PURPOSE

The purpose of this plan is to provide Foskett Ranch School staff with clear and concise procedures in the event of an emergency.

In an emergency situation, injuries to students and personnel can be minimized when communication is clear and when every player knows exactly the role he or she must play.

PRACTICES

The content of this manual must be reviewed annually by all members of the staff. Such reviews are scheduled for August of each school year,

The content of this manual will be revised annually by members of the school crisis committee. Revision of the manual must begin no later than February of any school year.

Emergency drills must occur on a schedule compliant with those requirements set out in various state codes.

DESIGN

The manual is divided into three sections.

Section one contains procedures to implement in the event of an emergency. These procedures must be practiced in advance of an emergency situation because it must be assumed that in a crisis situation no one will have time to look through a binder. Maps are included within this section where applicable.

Section two contains practices that must be in place prior to an emergency.

Section three contains practices that will be implemented in the aftermath of an emergency or crisis situation.

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

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

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.

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.

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.

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.

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

EVACUATION OF CAMPUS

In the event that students must be evacuated from campus

1. District Transportation will be contacted and buses will be deployed to the campus or to a predetermined alternative site.

The first alternative evacuation site for Foskett Ranch School will be the gym at Lincoln High School

The second alternative site for Foskett Ranch School is Creekside Oaks Elementary School.

2. Students will return to their home room classroom, or, in the event that their homeroom classroom is not habitable, to a neighboring classroom, the school library or the school multipurpose room.
3. All students will be accounted for and physically checked off the class roster before leaving the room.

Any student injured and unable to be moved will be reported to the office or the emergency incident commander using any means that do not require other students to remain unsupervised.

4. In the event a student cannot be accounted for and you have been ordered to leave the building, using the materials provided in the emergency bag, write the name of the non-accounted student and hand it to the person monitoring the evacuation at the bus loading area or other predetermined location.
5. Students will walk from the room to the bus loading area or alternative site.
6. Teachers will collect and bring:
 - Copies of student information
 - Emergency bag
7. Doors to the building will be shut [and locked if so directed.]

...continued, next page...

EVACUATION OF CAMPUS
continued

8. Teachers will count students as they enter the bus to confirm that all students are accounted for. Any discrepancy will require a second physical checking of the class roster by the teacher.
9. When arriving at the evacuation site, students will remain in classroom units to await directions.
10. Students will not be remanded to parents or guardians until said parent or guardian is confirmed to be listed on the emergency card and said parent or guardian has signed for the student including date and time.

student

parent / guardian

date

time

11. In the event that the teacher is incapacitated in any way, personnel from a neighboring classroom will assume responsibility.

STUDENT SIGN OUT SHEET

	STUDENT NAME <u>LAST, FIRST</u>	SIGNATURE OF <u>PARENT OR GUARDIAN</u>	<u>DATE</u>	<u>TIME</u>
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

COMMUNICATION PROCEDURES

In the event of an emergency on campus, it is imperative that communication be succinct, limited and, above all, accurate.

1. The principal or teacher-in-charge will direct all personnel in an emergency situation until an incident commander is appointed by an outside emergency agency.
2. Except from the location of the emergency, the telephone system and e-mail will be used to disseminate information from the office or command center to personnel in the classrooms.
3. Members of the press will be limited to a preselected station on or near the campus and may not have contact with pupils under any circumstances.
4. Communication with parents will be;
 - a initiated through the School Messenger system;
 - b limited to the minimum number of facts necessary to ensure the safety and privacy of all individuals involved in the incident and
 - c authorized by the principal, teacher-in-charge or Incident Commander.
5. Personnel **will not** make independent contact with members of the parent community during any emergency situation.

EMERGENCY BAG

In the event of an emergency, the classroom Emergency Bag must be accessed immediately and carried by the teacher or other responsible adult. Emergency Bags must be mounted on one hook.

Also contained in the Emergency Bag must be:

- black broad-tipped permanent marker
- mechanical pencil
- small pad of paper
- labels
- open package of Post-It notes
- whistle
- roll of masking, duct or adhesive tape
- small flashlight -- empty of batteries
- sealed package of batteries to suit above flashlight
- campus evacuation route map
- pair *NON*-latex gloves -- sealed in plastic sandwich bag
- Assorted commercial bandages - sealed in plastic sandwich bag
- hand held sign with teacher's name
- packages of lifesavers or sugar free gum
- sugar packets -- not sugar substitute
- bag inventory tag to be reviewed annually and initialed

NOTE: Contents of the Emergency Bag ARE NOT TO BE USED FOR DAY TO DAY FIRST AID. The Emergency Bag must be kept intact in anticipation of an emergency or crisis situation.

Signature

Date Checked

TELEPHONE TREE

In the event that parents and / or guardians must be notified about an emergency event at school

Staff will use the School Messenger system to notify parents of emergencies.

Emergency Notification SampleScript

1. "There is an emergency situation at Foscett Ranch School.

Describe in few words. Examples:

- ✓ "A bus has hit a fire hydrant and the road is closed."
- ✓ "A plane executed an emergency landing on the grass field."
- ✓ "An individual may have a firearm on campus."

3. "Students are being evacuated to _____"
or, "Students are secured in the classrooms until _____"
or, "_____"

4. "Please do not call the school. An information post has been set up at _____"

Examples:

- the Lincoln High School Gymnasium on "J" Street
- The Western Placer Unified School District Office on "J" Street.

A spokesperson will be there."

Identify spokesperson if possible.

Provide directions.

5. "Please arrange to pick up your child at _____"

STAFF PHONE ROSTER

In the event of an emergency situation, the following cellular phone numbers may be used to contact individual teachers for the duration of the emergency in lieu of the school phone system.

Name	Cell Phone	Grade/Position
Anderson, Carol		Second
Azar, Debra		Music
Beggerly, Jennifer		Third
Berry, Erin		Fourth
Brothers, Annie		Science
Bryant, Vicki		Third
Burbage-Macaluso, Dan		Fifth
Butler, Tiffany		First
Carlton, Susie		Office
Castillo, Kelly		Principal
Cern, Vanessa		Kindergarten
Clark, Katie		SDC Pre-School
Colflesh, Kendra		ASD K-1
Curry, Megan		Science
Damos, Daisy		Fourth/Fifth
Flanagan, Jenny		Fourth
Fruetel, Jennifer		SDC K-1
Grever, Vicki		First
Henriques, Stella		Custodian
Karuzas, Sue		ASD Preschool
Mars, Monica		Fifth
Meagher, Wendy		Speech/Lang
Mendoza, Rita		Office
Moddelmog, Katrina		Office
Noriega, Kristin		Second
Sahyoun, Cammie		First
Schreiber, Terri		Second
Sordahl, Shannon		First
Springborn, Barbara(Allen)		Second
DeArkland, Shannon		Resource Program
Taxara, Susan		Third
Zipp, Rita		Kindergarten

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

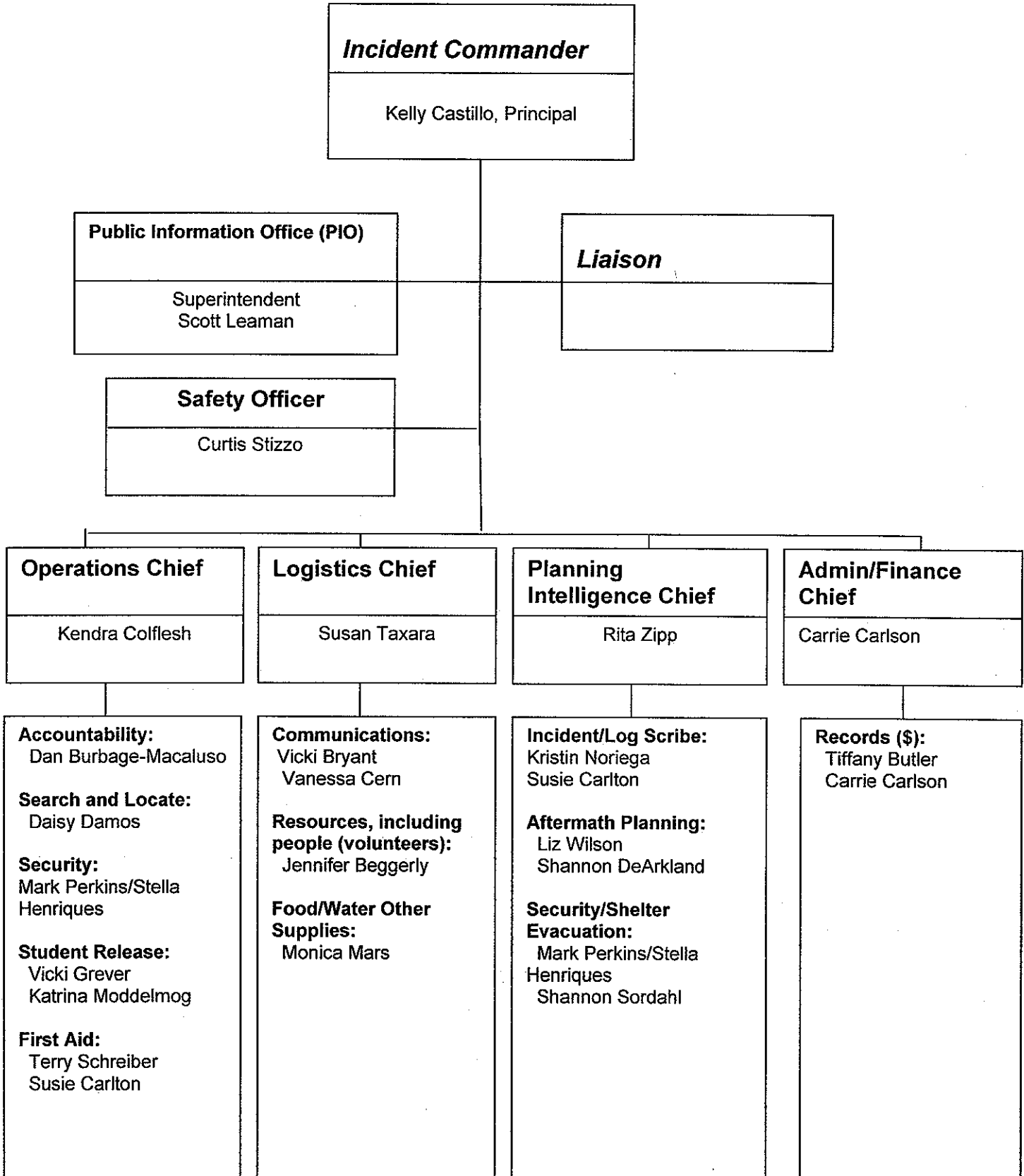
INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander – Management
- Operations Implements or "Doers"
- Logistic obtains resources or "Getters"
- Planning/Intelligence

FOSKETT RANCH SCHOOL

CRISIS RESPONSE PLAN CHART



DEFINITIONS

Incident Commander

- Manages the crisis situation. Usually does not respond directly to the scene.
- Establishes and maintains the command center away from the scene.
- Delegates responsibilities and follows up.
- Coordinates with community responders (fire, law enforcement, etc)

Operations Section

- Operations section is responsible for "doing" or dealing directly with the students, staff, and parents during the crisis situation.
- Operations Chief. Is responsible for the entire section. Reports to the Incident Commander.
- Team leaders in operations report to the Operations Chief.
- Operations Teams for schools may include: Student/staff accountability; student release; search and located; assembly or shelter; first aid; security
- Accountability team; responsible for knowing the status of everyone on campus. Checks red and green cards, visitor log, etc.
- Student release team: responsible for parent/student reunification. Requires someone with authority, workers who are assertive. Communication with accountability team essential.
- Search and locate team: responsible for "sweeping" restrooms, break rooms, hallways, etc.
- Assembly or shelter team: Maintains the safety, security, supervision of students. May include temporary shelter, water, rest rooms, etc. If evacuating campus, coordinates evacuation site, transportation. Works closely with Student Release and Accountability Teams.
- First aid Team: provides immediate aid until responders arrive. Responsible for patient tracking, accompanying student(s) to hospital if necessary.

Logistics Section

- Logistics section is responsible for "getting: or obtaining anything the Incident Management Team needs.
- Logistics Chief: is responsible for the entire section. Reports to the Incident Commander.
- Team Leaders in Logistics report to the Logistics Chief.
- Logistics Teams for schools may include: Communication; volunteers; transportation; supplies.
- Communication Team: Responsible for communication and information flow during the crisis. Includes radio, phones, messengers, any method of distributing information.
- Volunteer Team: Responsible for obtaining, managing and assigning school, district, parent, other volunteers.
- Transportation Team: Responsible for obtaining any needed transportation including buses or other alternatives.
- Supplies Team: Responsible for obtaining any supplies that may be needed. Works closely with district and community responders.

Planning/Intelligence

- Responsible for collection and evaluation of information. Provides an ongoing analysis of the situation and status of resources.

Administration/Finance Section

- Responsible for the official records of the event. Tracks time and money spent. Prepares reports, etc.

Incident Log Scribe

- One of the most important functions.
- Stays close to the Incident Commander and provides a written summary of all communication
- Goes every place the Incident Commander goes and records times, directives, summaries of incoming and outgoing communications.

Public Information Officer (PIO)

- Responsible for handling the media. Establishes a media center and provides information.
- May or may not be the actual spokesperson.
- Arranges interviews for the spokesperson.
- Prepares news releases with approval.

Liaison

- Directs the initial community responders to the scene.
- Links the school Incident Commander with the responding agencies Incident Commanders.
- Is either in the school command post or the responding agencies command post.
- May not be used in a unified command.
- Links with other community agencies as needed (Red Cross, OES, etc.)

Safety Officer

- Responsible for the physical and emotional needs of the responders.
- Makes sure all activities are performed in a safe way.
- Ensures adequate breaks and support for the responders.

Aftermath

- Debrief
- Return to "normal"
- Focus on people
- It's okay to talk about it
- Parent/community meetings
- Don't forget your staff
- Anniversaries
- Anticipate other future problem areas
- Second Debrief – 3-5 days post incident

STAFF MEETING FOR DEBRIEFING

As soon as any crisis has passed, the principal or designee will call a staff meeting to debrief all individuals on the crisis including the nature of the crisis, those events leading up to the crisis, any details regarding the condition of the campus or individuals involved in the crisis and any services, psychological or medical, offered to victims of the crisis, associates of the victims and / or staff.

It will be critical to respect the privacy of all individuals involved in any crisis and the need to do such will restrict the amount of communication available to staff immediately following the event.

All staff should make themselves available for this meeting. Staff members not directly involved in the situation should avail themselves of the opportunity to participate in the meeting in order to be well informed about what has happened and to arrest any misinformation or rumor that may be circulating regarding the incident.

Within one week after the incident, it may be necessary to convene another meeting of staff to review the incident and the procedures associated with the incident to ensure:

1. All procedures were handled in accordance with the plan,
2. Any necessary revisions evident because of the incident are included in the plan.

The site principal, designee, incident commander, other administrator or other qualified personnel such as the area chaplain or the school psychologist will be available to follow up as necessary with individual staff members or students.

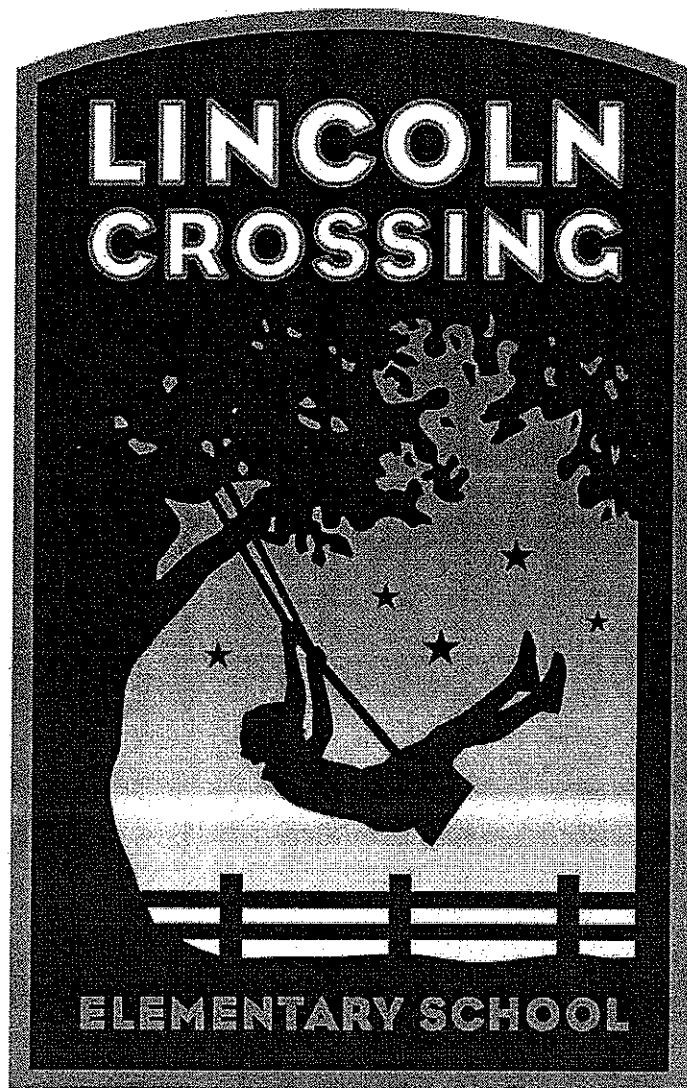
Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

COUNSELING SERVICES

Counseling services will be made available to students and staff members in accordance with the practices outlined in the Western Placer Unified School District Crisis Management Plan. This may involve the participation of counselors and psychologists from throughout the district or from neighboring school districts.

Individuals directly involved with a loss of a family member or friend, or witnesses to an accident where an injury or a fatality occurs or an act of violence where an injury or a fatality occurs will be given immediate access to trained professionals. Because long term counseling regarding traumatic events or crises may not be within the purview of the school to provide, individuals may be referred to private therapists, to county mental health or to a non-profit agency for follow-up assistance.

Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.



2012/2013 Comprehensive Safe School Plan

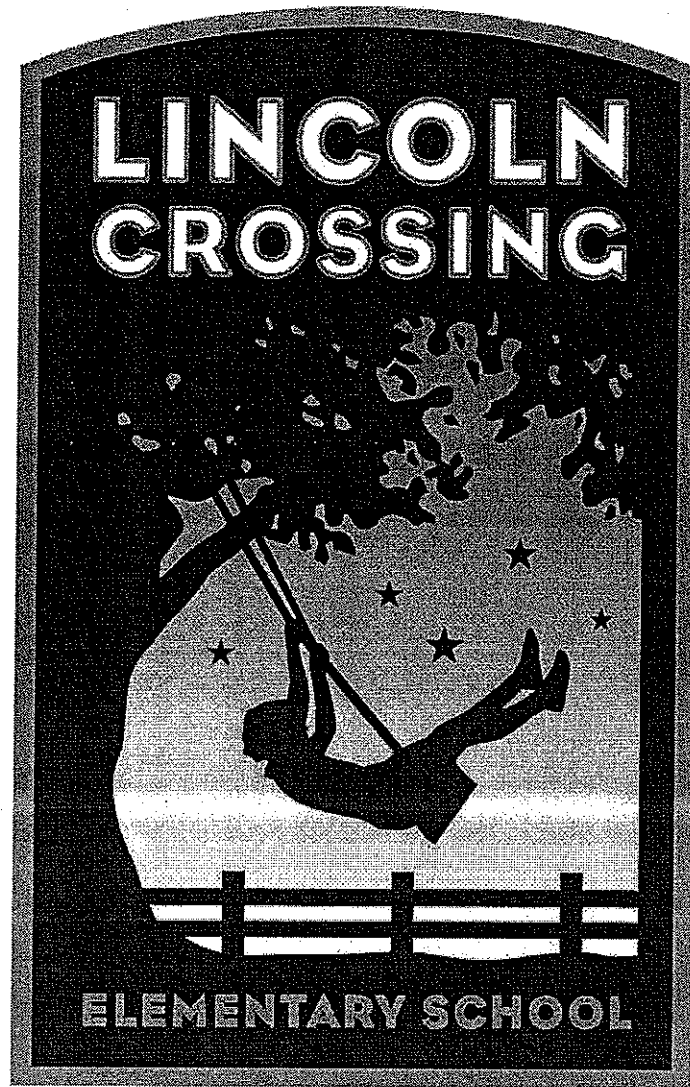
**Approved by School Site Council
November, 2012**



Lincoln Crossing Safe Schools Table of Contents

Safe School Goals and Support Plan
District Plan
Site Crises Response Plan

Section 1
Section 2
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Section 1

Safe Schools Goals/Support Plan



Lincoln Crossing Safe Schools Goals and Support Plan

Lincoln Crossing School is located in the Western Placer Unified School District. Its physical location is in South Lincoln, in a once rural area that is experiencing growth of residential and commercial developments.

Goal One: All students will have safe ingress and egress during the daily school routine or during a crisis situation.

Objectives:

- Parents are directed for safe and orderly traffic flow for drop off and pick up through information in the student/parent handbook, first day packets, through the school newsletter and during parent meetings. Frequency of parent communication will be monitored as needs and issues are assessed.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored. Frequency of law enforcement involvement will be assessed by traffic flow incidents, parent and staff input.
- The school administrator will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety.
- Procedures are in place for emergency evacuation from the campus. Procedures will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency kits will be checked annually and updated as needed.
- Drills are held monthly and assessed by the principal and office staff.
- Procedures are in place for the safe drop off and pick up of students.

Goal Two: The Lincoln Crossing campus is a secure and safe environment where students are learning and using the 7 Habits for Highly Effective People skills..

Objectives:

- The campus is closed during the school day. Visitors must sign in and receive a visitor's pass before they can be on campus. Students must be signed out before they can leave the campus. Staff and office personnel monitor and assess this procedure.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian. The principal and office staff monitor this objective.
- Lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during lock-down drills. A cadre of staff will participate in training as available and will train the remainder of the staff.
- Main entry and exit points are monitored. Staff is visible and continually assess the ingress and egress of students and visitors.
- Staff members wear picture ID badges.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.

- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

Student Support:

It is a priority at Lincoln Crossing for safe ingress and egress of pupils, parents and school employees to and from school. There is constant communication to parents on the safe ingress and egress procedures.

Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 7:45am. to 8:15am. and 2:20pm. to 2:50pm.

Lincoln Crossing School works with Western Placer Unified School District Transportation to maintain safe and orderly bus transportation for students. Inappropriate behavior is dealt with immediately. Bus drivers are well trained and safety conscious. School staff supervises loading and unloading the bus and the exiting of school.

Staff monitor the loading/unloading of cars and student arrival/departures before and after school.

The campus perimeter is secure from criminal activity. The campus is closed and access signs are displayed prominently at entry points. All visitors must check in at the office and wear visitor badges. Lincoln Crossing adheres to the Western Placer Unified School District's Policies on School Safety. Staff is trained to direct unidentified persons to the main office.

Door locks allow teachers secure their classes and lock their doors without stepping outside to use a key with allows for safe lock-down procedures.

The school playground is gated and limits vehicle access to school grounds.

There is adequate staff supervision when students are on playground. Staff is on duty as students leave campus. Teachers monitor the hallways. Loitering and trespassing by older students is not allowed.

A Crisis Response Box is in place. Current phone numbers are kept in the emergency kit to be used in case of student, staff evacuation.

Places for loitering are limited. Hallways, restrooms and other potential trouble areas are monitored and supervised. Appropriate lighting has been installed for lighting of darkened areas.

Physical conditions that could lead to accidental harm are promptly corrected. District safety inspections, made by the school safety committee, are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.

The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.

School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.

Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights. Rules on orderly walking in hallways are enforced. Maintenance personnel continue to monitor slippery walkways on rainy or icy days.

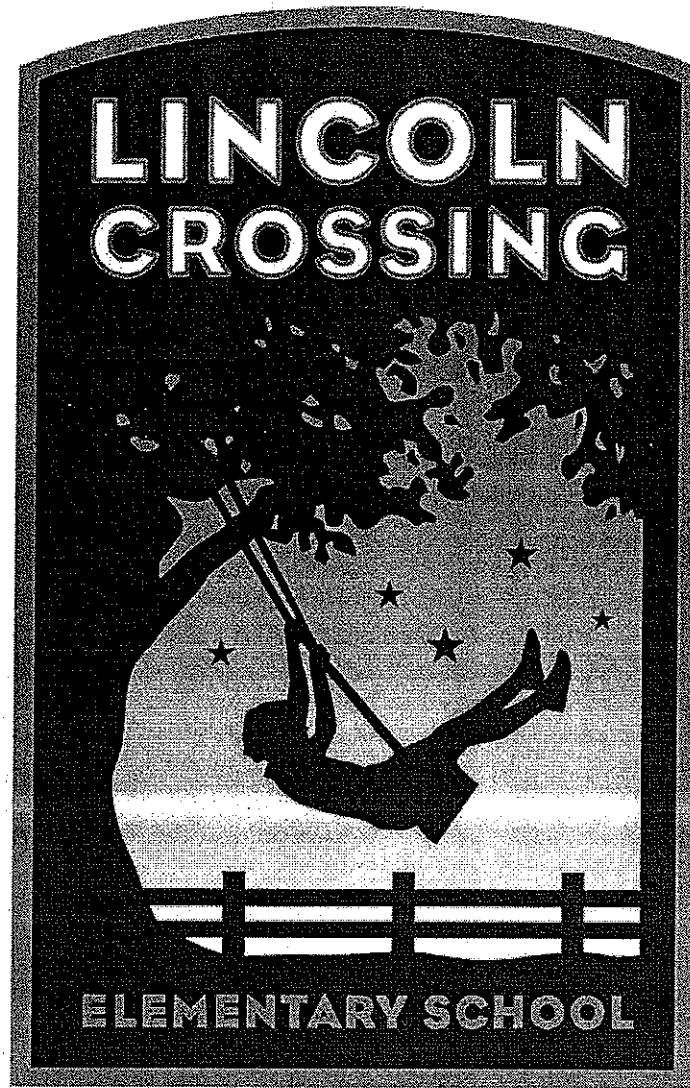
Staff explicitly teacher the 7 Habits for Highly Effective People to students with students encouraged to utilize the 7 Habits as they interact with others, set personal goals, and work cooperatively to help their peers achieve academic and personal success. Good Habit Tickets are given to students who demonstrate one of the 7 Habits.

Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Monthly fire drills are practiced following requirements of the Lincoln Fire Department. Earthquake drills are practiced annually. Emergency procedure drills, including an intruder on campus are practiced annually.

Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Lock-in/Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the soccer field are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.

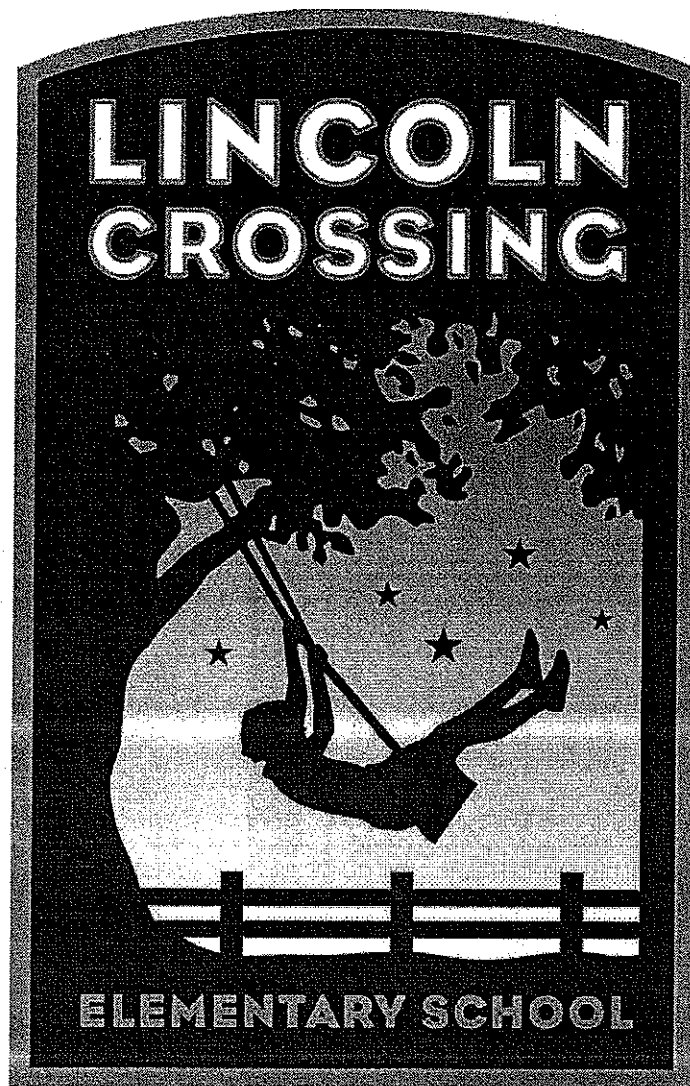
Should a bomb threat be received, the principal or the designee shall: Notify the police of intended actions. The principal or designee may request assistance. If assistance is requested the principal will state clearly where the law enforcement officials may meet him/her upon arrival on campus. The principal will also notify the superintendent. The decision to evacuate whole school (fire drill) or on an individual room by room basis will be determined. Staff will avoid any publicity concerning the bomb threat. If the "bomb threat" caller has alerted the news media, the district office will supply assistance for the principal in working with the press.

All persons will be given clear direction to not disturb any suspicious objects/packages.



Section 2

District Plan



Section 3

Crisis Response Plan

PURPOSE, PRACTICES AND DESIGN

PURPOSE

The purpose of this plan is to provide Lincoln Crossing School staff with clear and concise procedures in the event of an emergency.

In an emergency situation, injuries to students and personnel can be minimized when communication is clear and when every player knows exactly the role he or she must play.

PRACTICES

The content of this manual must be reviewed annually by all members of the staff. Such reviews are scheduled for August of each school year.

The content of this manual will be revised annually by members of the school crisis committee. Revision of the manual must begin no later than February of any school year.

Emergency drills must occur on a schedule compliant with those requirements set out in various state codes.

DESIGN

The manual is divided into three sections.

Section one contains procedures to implement in the event of an emergency. These procedures must be practiced in advance of an emergency situation because it must be assumed that in a crisis situation no one will have time to look through a binder. Maps are included within this section where applicable.

Section two contains practices that must be in place prior to an emergency.

Section three contains practices that will be implemented in the aftermath of an emergency or crisis situation.

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of the following:

Stranger on campus

- Notify the office through the campus phone system or by walkie-talkie from the playground
- Provide a description of the individual

Individual with firearm-adult or student

- Never take steps to attempt to disarm the individual!
- Secure your students in classroom
- Lock down room
- Notify the office using campus phone system via emergency extension #200
- Account for all children
- Provide a description of the suspect

Attempted kidnapping

- Never take steps to physically thwart a kidnap attempt!
- Secure your students in classroom
- Lock down room
- Notify the office of attempt and perceived victim using campus phone system via emergency extension #200
- Account for all children
- Provide a description of the suspect

Serious Injury

- Begin First Aid procedures and/or
- Notify office using campus phone system via emergency extension #200 or reliable student messenger(s)
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual

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
- Moderate student discussions
- Expect support from district psychological support personnel

Death of student (on campus)

- Remove students from scene by sending them to neighboring classroom
- Notify office using campus phone system 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

Death of employee

- Same as above

Fire

- Notify office using fire pull stations or by campus telephone system
- Evacuate the building per procedure

Earthquake

- Begin duck, cover and hold process
- Expect that the office will be feeling the temblor 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. Draw classroom drapes
- Notify office using campus phone system

Mountain Lion or Other Major Animal Predator

- Commence Return to Building procedures. Draw classroom drapes
- Notify office through campus telephone system

Violent Student

- Commence restraint procedures
- Monitor objects that can be thrown
- Contact office

Student Behavior Crisis

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify office through available systems
- 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
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief

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 "100" [slowly]
 - E after hearing feedback on the receiver, begin message

- 2 In order to access inside all rooms only using the office phone system,
 - A pick up the receiver
 - B press "page"
 - C press #120
 - D after hearing feedback on the receiver, begin message

Classrooms ----

- 1 In order to initiate an alert, contact the office providing the specific information regarding the alert.
 - A pick up the receiver
 - B press #200

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.

- 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 all doors and windows to the classroom (time 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.

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. Keep the exit door open
 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.

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 drapes will be drawn 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.

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 Draw drapes closed and cover the window in the door.
- 4 Students will move as far away from the window as possible.
- 5 Teachers will account for all students present on that day writing down the first and last name of each student who is missing.
- 6 The office will call each classroom. When answering the phone speak slowly providing the following information:
 - a. Your first and last name
 - b. If all students are present, state: "All students present"
 - c. If one or more students are missing, state: "I have missing students. The students missing are ..."
- 7 Teachers in possession of a cell phone should turn the phone on as a secondary source of communication.
- 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.

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 exterior and interior doors to the building will be locked.
 - a. Staff will escort students to the nearest building and secure the door.
- 3 The office will call each classroom. When answering the phone speak slowly providing the following information:
 - a. Your first and last name
 - b. If all students are present, state: "All students present"
 - c. If one or more students are missing, state: "I have missing students. The students missing are ..."
- 4 Teachers in possession of a cell phone should turn the phone on as a secondary source of communication.
- 5 Teachers and Students will conduct instruction as usual, but will not leave building.
- 6 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.
- 7 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

EVACUATION OF CAMPUS

In the event that students must be evacuated from campus

- 1 District Transportation will be contacted and buses will be deployed to the campus or to a predetermined alternative site.

The first alternative evacuation site for Lincoln Crossing School will be the the Foskett Ranch Elementary School campus.

The second alternative site for Lincoln Crossing School is Glen Edwards Middle School.

- 2 Students will return to their home room classroom, or, in the event that their homeroom classroom is not habitable, to a neighboring classroom, the school library or the school multipurpose room.
3. All students will be accounted for and physically checked off the class roster before leaving the room.

Any student injured and unable to be moved will be reported to the office or the emergency incident commander using any means that do not require other students to remain unsupervised.

4. In the event a student cannot be accounted for and you have been ordered to leave the building, using the materials provided in the emergency bag, write the name of the non-accounted student and hand it to the person monitoring the evacuation at the bus loading area or other predetermined location.
5. Students will walk from the room to the bus loading area or alternative site.
6. Teachers will collect and bring:
 - Copies of student information
 - Emergency bag
7. Doors to the building will be shut [and locked if so directed.]

STUDENT SIGN OUT SHEET

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

SIGNATURE OF AUTHORIZED SCHOOL OFFICIAL

DATE

TIME

COMMUNICATION PROCEDURES

In the event of an emergency on campus, it is imperative that communication be succinct, limited and, above all, accurate.

- 1 The principal or teacher-in-charge will direct all personnel in an emergency situation until an incident commander is appointed by an outside emergency agency.
- 2 Except from the location of the emergency, the telephone system and e-mail will be used to disseminate information from the office or command center to personnel in the classrooms.
- 3 Members of the press will be limited to a preselected station on or near the campus and may not have contact with pupils under any circumstances.
- 4 Communication with parents will be
 - a initiated through the telephone tree,
 - b limited to the minimum number of facts necessary to ensure the safety and privacy of all individuals involved in the incident,
 - c authorized by the principal, teacher-in-charge or Incident Commander.
- 5 Personnel *will not* make independent contact with members of the parent - community during any emergency situation.

EMERGENCY BAG

In the event of an emergency, the classroom Emergency Bag must be accessed immediately and carried by the teacher or other responsible adult. Emergency Bags must be mounted on one hook.

Also contained in the Emergency Bag must be:

- black broad-tipped permanent marker
- mechanical pencil
- small pad of paper
- open package of Post-It notes
- whistle
- roll of masking, duct or adhesive tape
- small flashlight -- empty of batteries
- package -- sealed -- of batteries to suit above flashlight
- campus evacuation route map
- pair *NON*-latex gloves -- sealed in plastic sandwich bag
- Assorted commercial bandages - sealed in plastic sandwich bag
- hand held sign with teacher's name
- packages of lifesavers or sugar free gum
- sugar packets -- not sugar substitute
- bag inventory tag to be reviewed annually and initialed

NOTE: Contents of the Emergency Bag ARE NOT TO BE USED FOR DAY TO DAY FIRST AID. The Emergency Bag must be kept intact in anticipation of an emergency or crisis situation.

Signature

Date Checked

TELEPHONE TREE

In the event that parents and / or guardians must be notified about an emergency event at school the following steps will be taken:

- 1 A formal communication script will be distributed to teachers listing the information to be shared with parents.
- 2 Teachers will begin calling the parents of their students starting at the top of their alphabetized class roster marking off those parents contact has been made with.
- 3 As practical, the office will begin making phone calls utilizing class rosters and starting at the bottom of the roster.

TELEPHONE TREE SCRIPT

- 1 "Hello. I need to speak to _____"
(state name clearly)

Do not deliver the message to an individual not on the telephone contact card.

- 2 "There is an emergency situation at Lincoln Crossing School.

Describe in few words. Examples:

- ✓ "A bus has hit a fire hydrant and the road is closed."
- ✓ "A plane executed an emergency landing on the grass field."
- ✓ "An individual may have a firearm on campus."

- 3 "Students are being evacuated to _____"
or, "Students are secured in the classrooms until _____"
or, " _____"

- 4 "Please do not call the school. An information post has been set up at _____"

Examples:

- the Lincoln High School Gymnasium on "J" Street
- The Western Placer Unified School District Office on "J" Street.

A spokesperson will be there."

Identify spokesperson if possible.

Provide directions.

- 5 "Please arrange to pick up your child at _____"

STAFF PHONE ROSTER

In the event of an emergency situation, the following cellular phone numbers may be used to contact individual teachers for the duration of the emergency in lieu of the school phone system.

(ROSTER GIVEN OUT TO STAFF AND MAINTAINED IN THE OFFICE)

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

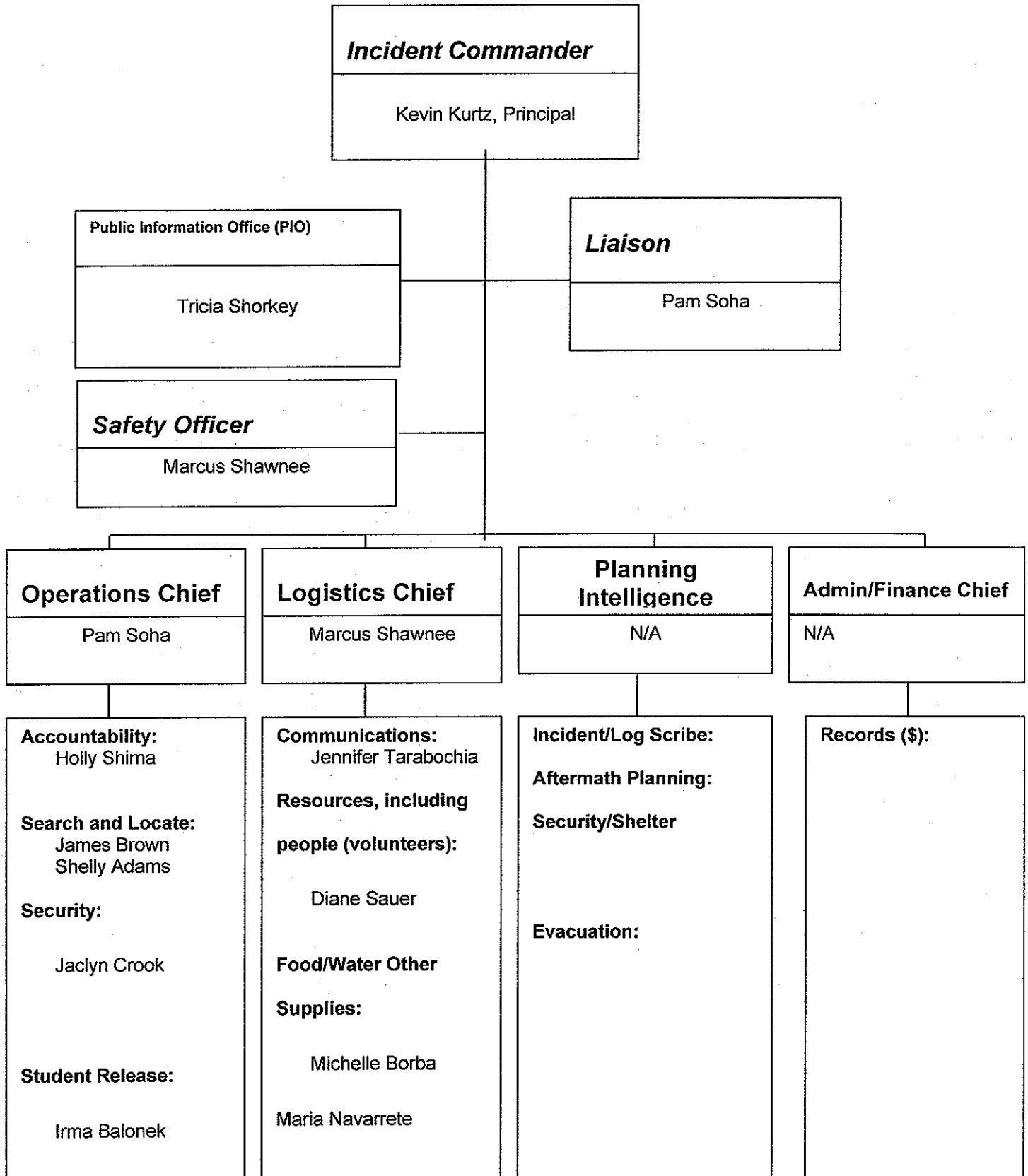
INCIDENT COMMAND SYSTEM (ICS)

Utilize five primary emergency response functions

- Incident Commander - Management
- Operations Implements or "Doers"
- Logistic obtains resources or "Getters"
- Planning/Intelligence

LINCOLN CROSSING SCHOOL

CRISIS RESPONSE PLAN CHART



8.5.103

DEFINITIONS

Incident Commander

- Manages the crisis situation. Usually does not respond directly to the scene.
- Establishes and maintains the command center away from the scene.
- Delegates responsibilities and follows up.
- Coordinates with community responders (fire, law enforcement, etc)

Operations Section

- Operations section is responsible for "doing" or dealing directly with the students, staff, and parents during the crisis situation.
- Operations Chief. Responsible for the entire section. Reports to the Incident Commander.
- Team leaders in operations report to the Operations Chief.
- Operations Teams for schools may include: Student/staff accountability; student release; search and located; assembly or shelter; first aid; security
- Accountability team; responsible for knowing the status of everyone on campus. Checks red and green cards, visitor log, etc.
- Student release team: responsible for parent/student reunification. Requires someone with authority, workers who are assertive. Communication with accountability team essential.
- Search and locate team: responsible for "sweeping" restrooms, break rooms, hallways, etc.
- Assembly or shelter team: Maintains the safety, security, supervision of students. May include temporary shelter, water, rest rooms, etc. If evacuating campus, coordinates evacuation site, transportation. Works closely with Student Release and Accountability Teams.
- First aid Team: Immediate aid until responders arrive. Responsible for patient tracking, accompanying student(s) to hospital if necessary.

Logistics

- Logistics section is responsible for "getting: or obtaining anything the Incident Management Team needs.
- Logistics Chief: Responsible for the entire section. Reports to the Incident Commander.
- Team Leaders in Logistics report to the Logistics Chief.
- Logistics Teams for schools may include: Communication; volunteers; transportation; supplies.
- Communication Team: Responsible for communication and information flow during the crisis. Includes radio, phones, messengers, any method of distributing information.
- Volunteer Team: Responsible for obtaining, managing and assigning school, district, parent, other volunteers.
- Transportation Team: Responsible for obtaining any needed transportation including buses or other alternatives.
- Supplies Team: Responsible for obtaining any supplies that may be needed. Works closely with district and community responders.

Planning/Intelligence

- Responsible for collection and evaluation of information. Provides an ongoing analysis of the situation and status of resources.

Administration/Finance Section

- Responsible for the official records of the event. Tracks time and money spent. Prepares reports, etc.

Incident Log Scribe

- One of the most important functions.
- Stays close to the Incident Commander and provides a written summary of all communication
- Goes every place the Incident Commander goes and records times, directives, summaries of incoming and outgoing communications.

Public Information Officer (PIO)

- Responsible for handling the media. Establishes a media center and provides information.
- May or may not be the actual spokesperson.
- Arranges interviews for the spokesperson.
- Prepares news releases with approval.

Liaison

- Directs the initial community responders to the scene.
- Links the school Incident Commander with the responding agencies Incident Commanders.
- Is either in the school command post or the responding agencies command post.
- May not be used in a unified command.
- Links with other community agencies as needed (Red Cross, OES, etc.)

Safety Officer

- Responsible for the physical and emotional needs of the responders.
- Makes sure all activities are performed in a safe way.
- Ensures adequate breaks and support for the responders.

Aftermath

- Debrief
- Return to "normal"
- Focus on people
- It's okay to talk about it
- Parent/community meetings
- Don't forget your staff
- Anniversaries
- Anticipate other future problem areas
- Second Debrief – 3-5 days post incident

STAFF MEETING FOR DEBRIEFING

As soon as any crisis has passed, the principal or designee will call a staff meeting to debrief all individuals on the crisis including the nature of the crisis, those events leading up to the crisis, any details regarding the condition of the campus or individuals involved in the crisis and any services, psychological or medical, offered to victims of the crisis, associates of the victims and / or staff.

It will be critical to respect the privacy of all individuals involved in any crisis and the need to do such will restrict the amount of communication available to staff immediately following the event.

All staff should make themselves available for this meeting. Staff members not directly involved in the situation should avail themselves of the opportunity to participate in the meeting in order to be well informed about what has happened and to arrest any misinformation or rumor that may be circulating regarding the incident.

Within one week after the incident, it may be necessary to convene another meeting of staff to review the incident and the procedures associated with the incident to ensure:

- 1 that all procedures were handled in accordance with the plan,
- 2 that any necessary revisions evident because of the incident are included in the plan.

The site principal, designee, incident commander, other administrator or other qualified personnel such as the area chaplain or the school psychologist will be available to follow up as necessary with individual staff members or students.

Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

COUNSELING SERVICES

Counseling services will be made available to students and staff members in accordance with the practices outlined in the Western Placer Unified School District Crisis Management Plan. This may involve the participation of counselors and psychologists from throughout the district or from neighboring school districts.

Individuals directly involved with a loss of a family member or friend, or witnesses to an accident where an injury or a fatality occurs or an act of violence where an injury or a fatality occurs will be given immediate access to trained professionals. Because long term counseling regarding traumatic events or crises may not be within the purview of the school to provide, individuals may be referred to private therapists, to county mental health or to a non-profit agency for follow-up assistance.

Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

COMPREHENSIVE SCHOOL SAFETY PLAN

2012-13

Sheridan Elementary School
School/Site

Kris Knutson
Principal/Administrator

Public Hearing Date October 10, 2012

Date Adopted by School Site Council October 28, 2012

Plan Developed By	Title
Kris Knutson	Principal
Karen Roberts	Site Secretary
Laurel Etchepare	Teacher
Brenda James	Teacher
Lynn Brown	Teacher
Karen Sherry	Cafeteria Supervisor
Leah Contaxis	Speech
Kathy Johnson	Aide
Karla Harder	Custodian
Doris Hanoum	Playground Supervisor
Trisha Pascoe	School Nurse
Dawn Evans	Parent (Site Council Chair)
Amy Kuhl	Parent (Site Council)
Kristi Herron	Parent (Site Council)

Comprehensive Safe School Plan 2012-2013

Sheridan Elementary School School/Site

Parents and staff work together to provide quality in education for the students. Five important values indicate the level of commitment to growth and excellence – Sense of Responsibility; Moral and Ethical Behavior; Literacy; Healthy Life Style; and Critical Thinking. Here at Sheridan Elementary School, we foster the belief that everyone has the ability to achieve and we adhere to a learning model of response to intervention to ensure that this occurs.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: Positive Action, evacuation drills; monthly fire drills and emergency shut-down drills. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by staff. More than 60 students attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place, as well as, our district crisis plan. They work together to encompass the safety of all of our students, staff, parents and community.

Comprehensive Safe School Plan 2012-2013

Sheridan Elementary School

School/Site

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COMPREHENSIVE SCHOOL SAFETY PLAN 2012-2013 MEMBERSHIP

Sheridan Elementary School
School/Site

School Site Council or Delegated School Safety Planning Committee Members Date:	Principal or designee	Classified Employee	Classroom Teacher	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (specify)
	(B)	(C)	(D)	(E)	(F)	(G*)	(H*)	(I*)	(J*)
1. Kris Knutson	x								
2. Karen Roberts		x							
3. Laurel Etchepare			x						
4. Brenda James			x						
5. Lynn Brown			x						
6. Kathy Johnson		x							
7. Karen Sherry		x							
8. Karla Harder		x							
9. Doris Hanoum		x							
10. Trisha Pascoe						x			
11. Doris Hanumn		x							
12. Dawn Evans				x					
13. Amy Kuhel				x					
14. Kristi Herron				x					

***Optional members**

Comprehensive Safe School Plan 2012-2013

STUDENT DATA SUMMARY

Sheridan Elementary School

School/Site

Data Source	2010-11	2011-12
Suspensions (number of incidents)	0	0
	0	0
Expulsions		

Conclusions from Data:

Our plan was successful. We will continue.

In 2005-2006, our population included Kindergarten through eighth grade students. However, in 2006-2007, the sixth through eighth grade students were relocated to Twelve Bridges Middle School. 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.

Comprehensive Safe School Plan 2012-2013

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

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
- *Reading Mastery and corrective reading for our struggling readers
- Parent volunteers
- After school tutoring
- Accelerated Reading
- Cross-Age tutoring
- Counseling (1 day per week)
- English Language Development (ELD)
- Intervention Program

Areas we wish to Change:

I. We want to continue to Strengthen our School Wide Intervention program.

II. We want to strengthen our math program

Comprehensive Safe School Plan 2012-2013

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 To Strengthen our School Wide Intervention program
Objective: The afterschool coordinator and the SLP Teacher will be involved in our Tuesday morning PLC to collaborate with the teaching staff and ensure that the delivery of the interventions is consistent throughout our student's day. Universal Access time will be provided on Monday mornings while principal supervises students.
Activity: Afterschool Coordinator, regular ed. teaching staff, SLP Teacher and all intervention aides will participate weekly in Tuesday morning PLC to collaborate with each other in regards to assessments. During the meeting, weekly groups, assessments and interventions will be discussed and set.

Who will take the lead	Principal
Completion Date and Budget	Ongoing
Resources Needed	Funding for aides
How we will Monitor and evaluate	Lead teacher will use communicate with Principal on a weekly basis. We will track students' progress through OARS and formative assessments.

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 To prevent the threat of intruders on campus.
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 establish an active neighborhood watch program. To hold monthly evacuation, fire, intruder on campus, and lock down drills.
1.0 Principal will sit on Neighborhood Watch Committee
2.0 Principal will participate regularly on Sheridan MAC to give reports
3.0 Principal will seek cooperation from community

Who will take the lead	Principal
Completion Date and Budget	2012-2013
Resources Needed	Additional gates
How we will Monitor and Evaluate	We will conduct a yearly survey of parents and students regarding safety

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.

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:

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.

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.

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

- Doors locked
- Windows/blinds closed
- Students are able to work at their desks
- Lessons as usual until an all secure signal is called

AFTERMATH

- 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.

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
- "911" 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.

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

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
Kris Knutson – 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-1 st Gr.					X
Lynn Brown – 2/3rd Gr.					X
Brenda James 4/5 th Gr.	X	X		X	X
Leah Contaxis--Speech				X	
Christy Aday – Music	X	X		X	X
Cheryl Metheny – Library Tech.	X	X		X	X
Maribel Vergara - Intervention Aide			X	X	
Doris Hanoum – Campus Sup.					X
Angela Button – Kinder Aide	X	X			
Trisha Pascoe – Nurse	X	X		X	X
Will Middleton - Science	X	X		X	X
Michelle Eslinger-Preschool	X	X		X	X
Lili Paddeck – Clerk	X	X		X	X
Deanna Sousa – Clerk	X	X		X	X

COMPREHENSIVE SAFE SCHOOL PLAN 2012-13

Sheridan Elementary School

School/Site

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing October 10, 2012</p> <p>Site of Public Hearing Stewart Hall (Sher. MAC)</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> • 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 	
	<p>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:</p> <ul style="list-style-type: none"> • 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 <i>Ed Code 32281</i> 	
Review of Progress for Last Year	Name: Kris Knutson	Date: 10/10/2012
Law Enforcement Review	Name: Lynn Harrison	Date: 10/10/2012
Site Council Approval	Name: Kristi Herron	Date: 10/10/2012
School Board Approval	Name:	Date:

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?										
2. Where is the bomb right now?										
3. What does it look like?										
4. What kind of bomb is it?										
5. What will cause it to explode?										
6. Did you place the bomb?										
7. Why?										
8. How did the bomb get in the school?										
9. Where are you calling from?										
10. What is your name, address, phone?										

Caller's Voice: (circle all that apply)	Caller's Language: (circle all that apply)	Background Sounds: (circle all that apply)																																																				
<table border="1"> <tr> <td>Calm</td> <td>Nasal</td> <td>Deep Breathing</td> <td>Cracking Voice</td> <td>Well Spoken</td> <td>Educated</td> <td>Street Noises</td> <td>Crockery</td> </tr> <tr> <td>Angry</td> <td>Stutter</td> <td>Disguised</td> <td>Accent</td> <td>Foul</td> <td>Message Taped?</td> <td>Voices</td> <td>PA System</td> </tr> <tr> <td>Excited</td> <td>Lisp</td> <td>Serious</td> <td>Used Slang</td> <td>Message Read?</td> <td>Young (child)</td> <td>Music</td> <td>House Noises</td> </tr> <tr> <td>Slow</td> <td>Raspy</td> <td>Incoherent</td> <td>Joking</td> <td>Young (adult)</td> <td>Middle Aged</td> <td>Motor</td> <td>Office</td> </tr> <tr> <td>Rapid</td> <td>Deep</td> <td>Slurred</td> <td>Distinct</td> <td>Old</td> <td></td> <td>Factory</td> <td>Machinery</td> </tr> </table>	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery	<table border="1"> <tr> <td colspan="2"> Caller Demographics (Circle One) </td> <td>Animal Noises</td> <td>Clear</td> </tr> <tr> <td>Male</td> <td>Female</td> <td>Unknown</td> <td>Local</td> </tr> </table>	Caller Demographics (Circle One)		Animal Noises	Clear	Male	Female	Unknown	Local	<table border="1"> <tr> <td colspan="2">Approximate Age:</td> <td>Long Distance</td> <td>Cell Phone</td> </tr> </table>	Approximate Age:		Long Distance	Cell Phone
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Other Observations:

8.5.125

Safe School Plan 2012-2013



Developed By:

Kim Brodie, Parent
Tawni Cole, Parent
Melissa McClure, Parent
Kelli Parker, Parent

Beverly Berkley, Teacher
Shavaun Davies, Teacher
Cheryl Wall, Teacher
Daniela Thompson, Principal

Twelve Bridges Elementary School
2450 Eastridge Drive
Lincoln, CA 95648
(916) 434-5220

Adopted by School Site Council: November 29, 2012

8.S.126

OVERVIEW

The Twelve Bridges mission is to "develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents." The Safe School Plan has been written to support our district and school mission.

The Safe School Plan, with input from staff, students, and parents meets the requirement of the State of California and the special needs of our school site.

Our Safe School Plan incorporates the Disaster Response Procedures and Crisis Response Team of the Western Placer Unified School District. School safety is evaluated annually through School Site Council, district safety meetings, and emergency drills.

Twelve Bridges Elementary serves students in transitional kindergarten through fifth grade with enrollment of approximately 720 students.

The ethnic make up for 2012-2013 is as follows:

- African American, not Hispanic 2.3%
- American Indian/Alaskan Native 1.0%
- Asian 6.3%
- Filipino 2.9%
- Hispanic or Latino 12.2%
- Pacific Islander 0.1%
- White not Hispanic 74.2%

The uniqueness of students and staff is recognized and respected. The school emphasizes excellence, innovation, and progress in academic skills, citizenship, personal growth and social development for all students.

Component One: School Culture and Climate

Goal: Twelve Bridges students, staff, and guests will feel physically and emotionally safe at school.

Objectives:

- Staff will consistently implement a school behavior plan that focuses on prevention as well as consequences.
- Students will feel connected to school via development of positive relationships with other students and adults.
- Positive reinforcement of expectations using emphasizing Tiger Traits and Qualities of Greatness through the *Nurtured Heart Approach* and/or *Love and Logic* is becoming a foundation for interactions with students.
- The Leadership/BEST (Building Effective Schools Together) Team will make decisions to support the goal.

Student Support and Intervention Opportunities:

- Support Systems are coordinated with county and other agencies to provide child services as needed such as: ACCESS, SMART, Lighthouse, School Attendance Review Board, Character Education, and positive incentives for student behavior.
- Free and reduced breakfast and lunch programs are available for qualifying students.
- Mental health and alternate placement programs (Resource, Special Day, Speech, Occupational Therapy, or Adaptive PE) are in place to ensure that students who have difficulty adjusting in regular education program receive appropriate education services.
- The district provides vision and hearing screening at selected grade levels or as referred.
- Students experiencing difficulties may be referred to the Student Success Team by a staff member or parent to explore intervention and/or support options.
- Twelve Bridges Elementary School has a Child Abuse Reporting Procedure in place.
- Office Clerk designated to address health related needs two hours per day.
- District Nurse is on site one day a week or when needed.

Parent Support:

- Parents are active participants in School Site Council, Parent Teacher Club, various committees and classroom activities to help them feel connected to our school community and to develop a better understanding of the curriculum and procedures.
- Parents are encouraged to be part of the Student Success Team or IEP Meetings to help create action plans that include accommodations or modifications to help students become and feel successful in the school program.
- Parents of at-risk students are notified about opportunities for support programs.
- Parents of students at-risk for retention will be notified at proper intervals per Board Policy.
- A phone and/or email broadcast to staff and families will be utilized to communicate any health/safety concerns or updates.

Staff Support:

- Staff development days focus on: district and school goals and objectives, state standards, changing curriculum, changing student population, and specific needs of the student body.

- A referral system is in place to help students and families meet their needs. Referrals to support agencies, such as: Lighthouse, SARB, law enforcement agencies, or ACCESS, may be recommended by the Student Success Team, a 504 Plan, or an IEP Team.
- Administrator follows the Suspension/Expulsion Procedures outlined in the Education Code Section 48900-48926. Suspension of Special Education students is monitored and legal requirements are followed. All information of suspension of special education students is sent to the District Office.
- Six Character Traits (trustworthiness, respect, responsibility, fairness, caring, and citizenship) in addition to Qualities of Greatness are emphasized and recognized in the classroom and at assemblies.
- First Aid/CPR training is offered annually to all staff members.

Behavior Plan:

- School staff has developed the school behavior plan which provides logical consequences to students who break the rules as well as positive rewards for students who follow them.
- Positive Reinforcement: 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. For example: verbal praise and encouragement; PAWS/Pass the PAW; monthly, trimester, and yearly Perfect Attendance recognition; and weekly spirit recognition.
- The "Paws not Claws" system is in place to recognize positive behavior among students.

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 1-2 recesses.
- Citation 2: Teacher to call parent. Loss of 2-3 recesses.
- Citation 3: Teacher/Parent/Student/Principal Meeting.
- Citation 4: Schedule Student Success Team (SST) Meeting. A one to five day suspension may be assigned.
- Citation 5: Consequence decided by principal on a case by case basis

Suspension and Expulsion:

Education Code 48900 identifies the student actions that are grounds for suspension and expulsion. 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. Under state law (Education Code 48914) the parent is obligated to meet with school staff without delay.

Governance Team:

The School Site Council reviews the Safe School Plan annually and examines student data. The Student Success Team, grade level teams, and principal continually review data.

Funds/Resources Needed to Support Implementation:

A variety of resources are used to fund the activities and programs:

- Incentive programs are funded with site and Parent Teacher Club funds.
- Staff development and trainings are funded by site and district funds.

Evaluation:

Evaluation of the programs and interventions will be made by parent, staff and student surveys, discipline referrals and records, student assessment data, and referrals.

Timeline of Major Activities:

Activities	Frequency	A	S	O	N	D	J	F	M	A	M
Identification of at risk students	On-going	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
Student Success Team Meets	On-going	X	X	X	X	X	X	X	X	X	X
Parent Notification of Retention	Trimester		X		X				X		X
Positive Recognition Awards	Weekly/Monthly	X	X	X	X	X	X	X	X	X	X

Component Two: The Physical Environment

Twelve Bridges School is located in the Western Placer Unified School District. Its physical location is in Southeast Lincoln, in an area that is experiencing growth of residential and commercial developments.

Goal #1: All students will have safe ingress and egress during the daily school routine or during a crisis.

Objectives:

- Parents are directed for safe and orderly traffic flow for drop off/pick up through the Student-Parent Handbook, first day packets, school newsletter, phone/email broadcasts, and school website.
- Students in grades 3-5 have the opportunity to be a "Traffic Tiger" to assist with drop-off each morning. After serving 10 times, the student is recognized with a pencil and book.
- The school administrator works with the City of Lincoln and Lincoln Police Department to establish safe routes to school and to ensure that traffic safety is monitored.
- The school administrator will work with district personnel to install appropriate painted curbs, crossings and roadways to ensure student safety. Signs and cones in parking lot communicate expectations for visitors.
- Procedures are in place for emergency evacuation from the campus. Procedures and equipment will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency supplies will be stored and refilled as needed in the office.
- Drills are held monthly and assessed for efficiency by the principal and office staff.

Goal #2: The Twelve Bridges campus will remain a secure and safe environment.

Objectives:

- The campus is closed. Perimeter gates are locked each day, except for the front, main gate.
- Visitors must sign in and receive a visitor's pass before they can be on campus.
- Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and night custodian make night checks to ensure all hallways have adequate lighting.
- Lock-down and evacuation procedures are in place.
- Main entry and exit points are monitored closely by school staff.
- There is supervision during recesses and high traffic areas.
- Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office. Volunteer list is updated and monitored regularly for accuracy.

Student Support:

- Inappropriate behavior is addressed immediately.
- Staff monitors the loading/unloading of cars and student arrival/departures before and after school.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.
- Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lockdown drills are practiced annually.
- Procedures are in place for student evacuation in alignment with local law enforcement.
- Shelter In Place procedures are communicated, if a situation arises.

Parent Support

- There is continual communication to parents on traffic flow for safe drop off and pickup issues.
- Parents have the opportunity to work in a collaborative manner to give input on school safety issues.

Staff and Site Support

- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Lincoln Police Department for violent crime, crime against facilities or person.
- A security system with panel access codes has been installed for the entire school.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input.
- There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, and intercoms.
- The principal or designee will announce the lockdown using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice. A red or green card system is in place for accounting of students.

Governance Team:

A School Site Council, consisting of principal, teachers, and parents participate in the goal setting, decision making and development of the budget of the programs that support these goals. Staff and parents have opportunities for input. The staff works in collaboration with local fire and law enforcement agencies, the community, local businesses, health professionals, county agencies and district personnel to help create a safe, secure facility.

Funds/Resources Needed to Support Implementations:

A variety of resources are used to ensure the safety of this campus:

- District and site funds support the purchase of signs and barricades to ensure safety of students walking to and from school.
- Site and Parent Teacher Club funds support award, discipline and incentive programs.
- School Improvement Program funds support safety issues as part of the Safe School Plan.

Evaluation:

Evaluation of the programs and campus security is reviewed and monitored by the School Site Council. The Safe School Plan is updated annually.

On Campus Evacuation Locations:

- Primary: Far side of the blacktop near the playground area.
- Alternate: parking lot, the service road next to the 200's wing or the park will be utilized depending on where the emergency/fire is located.

Off Campus Evacuation Sites:

- Primary: *Twelve Bridges Middle School*
- Alternate: *Glen Edwards Middle School*

Lock Down:

- Doors locked and windows/blinds closed
- Lights off
- Students on the floor - Room is quiet
- Red (not all students accounted for) or Green (all accounted for) cards posted in the window
- Parents should be notified following the resolution of the lock-down

Shelter In Place:

- Doors locked and windows/blinds closed
- Students are able to work at their desks - Lessons as usual until an all secure signal is called

Communicating the Plan:

- Staff will be made aware of the crisis immediately through the PA system and/or alarms from our school office
- "911" 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 contacted with through phone calls, email blasts, and school website.
- Incident Command System (ICS) to be initiated when the crisis takes place

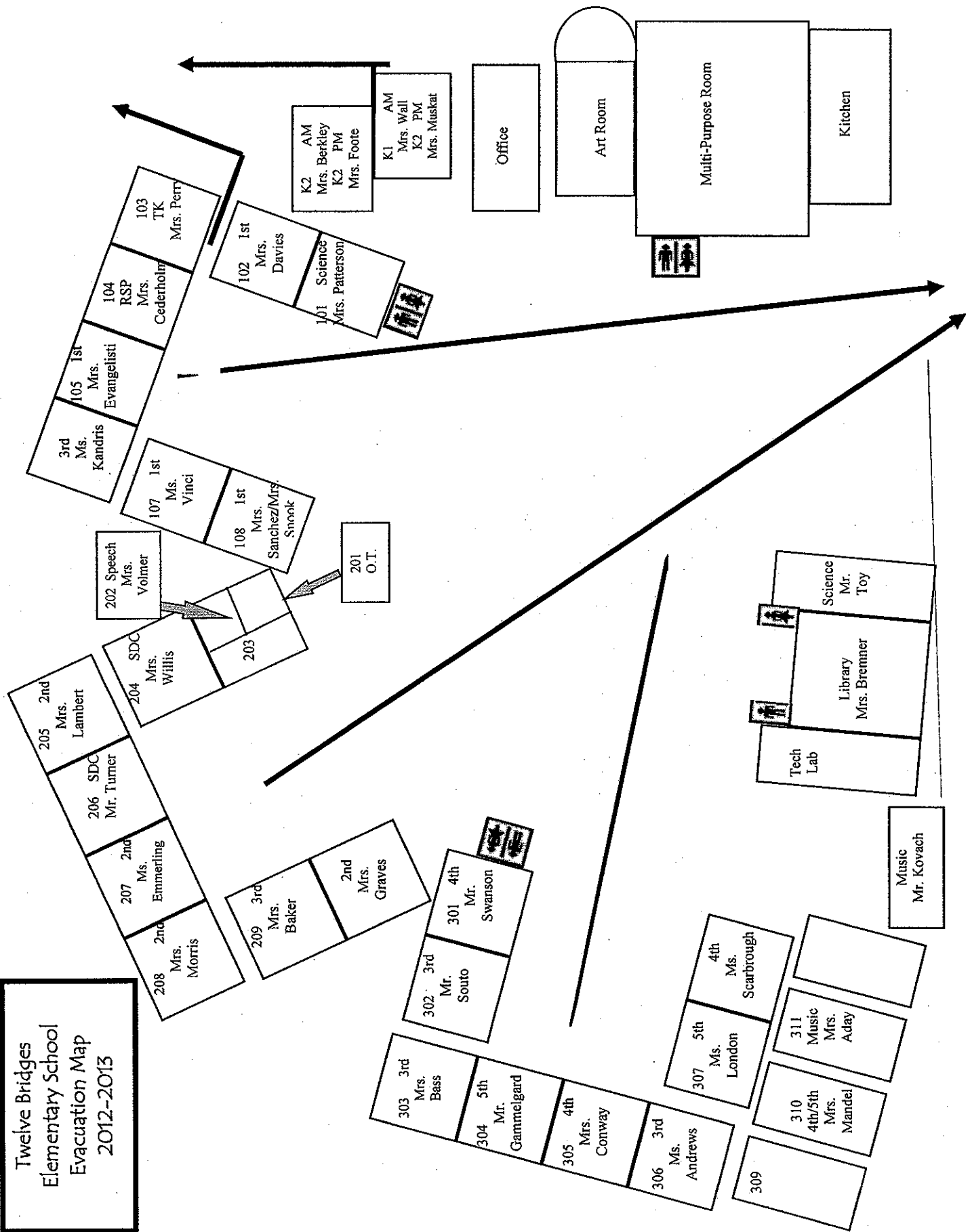
RED and GREEN Cards:

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

Twelve Bridges Drive Gate (For Buses Only)

Twelve Bridges
Elementary School
Evacuation Map
2012-2013



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GLEN EDWARDS MIDDLE SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

2012-2013



Developed By:

Shelly Hoover, Principal
Rey Cubias, Assistant Principal

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Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

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Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

COMMITTEE MEMBERS

School Site Council or Delegated School Safety Planning Committee Members	Administrator	Classroom Teacher	Classified Employee	Parent
Shelly Hoover (Principal)	X			
Rey Cubias (VP)	X			
Karen Villa		X		
Deb Morrison		X		
Dan Alcorn		X		
Kristin Buhler				X
Julie Ray				X
Sandy McFarland				X
Jenifer Freymond			X	

SCHOOL MISSION STATEMENT

To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

STUDENT DATA SUMMARY

	'04-'05	'05-'06	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13
Number of Suspensions	154	247	160	264	249	186	115	157	42 as of 12/5/12
Number of Expulsions	7	13	2	8	13	5	3	12	1 as of 12/5/12
Enrollment	967	1052	720	693	638	632	689	688	674

Conclusions from Data:

- In 2004, Glen Edwards Middle School instituted a new discipline policy, which included detentions as consequence as well as referrals and suspensions; thus, the number of suspensions reduced compared to the previous year.
- In 2005-2006, the eighth grade class earned an especially high number of suspensions.
- Due to the opening of a second middle school in our district, student enrollment was reduced. Suspensions and expulsions during the 2006-2007 year declined. In addition, the eighth grade class that promoted from GEMS in June, 2007 had fewer discipline issues.
- In 2008-09, there were a large number of behaviors related to gang activity (graffiti) and fights, which resulted in a higher number of expulsions.
- The number of suspensions in 2009-2010 declined due to the implementation work developed from the BEST Team such as the Panther Pledge and Behavior Matrix
- The number of suspensions in 2010-2011 was lower due to the 8th grade class exiting (gang related issues); consistent enforcement of school expectations, and progress towards a positive learning environment.
- The number of suspensions in 2011-2012 ticked up, and the number of expulsions increased to 12. The discipline plan in place was not effective, and a wholesale change needed to take place. It was also important for students to know that inappropriate behavior would not be tolerated by the new administration. This all directly led to the creation of a discipline committee and its subsequent evolution into the PBIS committee.
- At the beginning of the 2012, we began work on a Positive Behavior, Intervention, and Support Program. It picked up where BEST left off and carried the effort to completion. The revised and fully implemented program, Behavior Matrix, and discipline plan have really proven to be working thus far. The PBIS program also incorporates a SWIS data management component which helps identify problem areas for continued program improvement.
- School climate survey in spring of 2012 showed the following: 87% feel safe at school; 99% feel expected to behave well; 78% enjoy school; 88% feel they have at least one adult who listens to them; 98% believe they can be successful; 87% believe their ethnic culture is valued; and 74% feel their opinions and voices are heard and matter.

Glen Edwards Middle School

Comprehensive School Safety Plan, 2012-2013

Data Sources Reviewed:

Assertive Discipline Records found in AERIES and SWIS and spreadsheets maintained by Assistant Principal. Also, a school climate survey was administered in the spring of 2012. It will be re-administered in the spring of 2013 for comparison.

How did the data determine the goals?

Due to having a clear discipline policy in place, poor behavior choices on campus have greatly reduced. Student awareness of expectations has increased. We are currently working on increasing student attendance, enhancing student character, and encouraging staff members to be unified in their message and interactions with students.

AREAS OF PRIDE AND STRENGTH

Personal Characteristics of Staff and Students:

- Glen Edwards Middle School is located in Western Placer Unified School District in the city of Lincoln. The school serves grades six through eight. The student enrollment is currently 674.
- Glen Edwards is one of eleven schools in WPUSD and reflects the diversity of Lincoln. Our student body is: 50% Caucasian; 39% Hispanic; 1% African American, 2% Filipino; 3% Asian, 1% American Indian, and the remaining percentage is a mix of Pacific Islander and other ethnicities.
- The diverse cultural and ethnic backgrounds of our students are acknowledged, respected, and incorporated into the school curriculum and/or on-going activities.
- Students with special needs are readily accepted by peers and accommodated by staff, regardless of their abilities and challenges.
- The school schedule includes PLC time every Monday (as opposed to every other Monday as in other WPUSD schools), an intervention pullout for math based on their past academic performance and their score on a universal math screening exam, and after school math homework club. We also offer AVID and Better to Best.
- Glen Edwards Middle School offers a Leadership class that also emphasizes community service, as well as a Friends of Rachel Club which strives to teach the students how to serve others and helps to maintain a positive, supportive school climate.
- Personnel are in-serviced in multicultural education through college coursework (CLAD), professional growth, and on-going staff development programs to meet the challenging needs of students. All teachers are required to have a CLAD certificate.
- A district nurse and nurse clerk monitor and check students for various health issues such as vision testing, hearing testing, immunizations, head lice, scoliosis, Family Life, and minor injuries.
- District health/counseling services provide prevention and intervention programs for students and families including: individual counseling; group sessions; TIPS; and after school tutoring.

Glen Edwards Middle School

Comprehensive School Safety Plan, 2012-2013

- GEMS' PBIS Program has also become a source of school pride. We are proud to say that all kids know the school rules of being SIC (Safety, Integrity, consideration), as well as how those rules apply to all areas of the school. PBIS also enables us to both reward those students who are following the rules and track the behavior data of those who choose not to.

Physical Environment of the School:

- Thanks to efforts by Principal Shelly Hoover and Bayside Church and it's volunteers, the campus received a fresh coat of paint and an overall facelift in during the fall.
- The GEMS campus perimeter and interior are fenced to secure the site.
- School visitors, guests, and parent volunteers are required to sign in and obtain badges at the front office before entering the campus.
- A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom.
- Physical conditions on campus which may lead to accidental harm are immediately addressed and/or repaired.
- There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible, promptly replacing broken windows, taking pictures to document the vandalism, and notifying the Lincoln Police Department.
- A campus wide communication system with individual telephones in all areas and school-wide "all call" capabilities enables clear and effective announcements at any time.
- Security alarms, camera monitors, and fire alarms enhance overall security. The camera system has been, and continues to be, updated. It has already greatly limited incidents of vandalism and school behavior issues.
- Classrooms are maintained, free of physical hazards, and equipped with telephones and intercoms/communication systems.
- Teachers all have green/red yes/no signs to hang in the doorway to signal the safety status of the classroom in a crisis situation.
- A site emergency plan is in place and site fire drills, lock down drills, and earthquake drills are scheduled.
- Standard incident reporting procedures are in place.
- The school has adequate and proper protection against falls from recreational equipment and landscaping designs prevent students from climbing to dangerous heights.
- Four noon aides and administrators monitor campus during lunch time. Two aides monitor the cafeteria, the hallway, and outside eating area. The other two aides monitor the playground and field area. Each aide has a walkie-talkie to communicate with one another, administrators, and custodian.
- During their assigned duty weeks, teachers and/or aides supervise areas throughout campus before and after school.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

- All teachers receive a new agenda at the beginning of each school year. Next year the staff Handbook will be available to view on Google.docs. The handbook will contain District Crisis Response Team Plan, Emergency Drills schedule, duty week schedules, and an evacuation map. The Student-Parent-Teacher Agenda contains complete information on school procedures as well. Lastly, procedures are posted on the school computer drive for easy access.
- Valuables and equipment are inventoried properly, engraved for identification, and stored securely.

AREAS WE WISH TO CHANGE

School Culture/Climate:

- Continue to increase consistency among staff related to positive behavior incentives, discipline, and procedures; thus, reducing the amount of time students are out of the classroom (missing instruction) for discipline/consequences.
- Continue to increase courtesy and mutual respect among our students and staff.
- Continue to increase student ownership and pride of their environment and behavior.

Physical Environment of the School:

- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Continue to add security cameras (based on the availability of funds)

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013
ENSURING A SAFE AND ORDERLY ENVIRONMENT

Component I:
School Culture/Climate

Goal:

To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

- Continue to increase consistency among staff related to positive behavior incentives, discipline, and procedures; thus, reducing the amount of time students are out of the classroom (missing instruction) for discipline/consequences.
- Continue to increase courtesy and mutual respect among our students and staff.
- Continue to increase student ownership and pride of their environment and behavior.

Activities:

- Positive Behavior, Intervention, and Support (PBIS):
 1. In January of 2012, we joined the PCOE training to build upon the work done previously by the Building Effective Schools Together (BEST) group.
 2. As part of the program, the team reworked the Behavior Plan Matrix, now displays Panther Pride Posters, and developed a better, more effective method for rewards and consequences.
 3. A systematic program of rewards based on the efforts of the PBIS team has been implemented, and continues to be refined and improved.
"Paws-itive Pride" rewards kids for the behaviors we want our Panthers to demonstrate.
- Character Education:
 1. We hosted a "Rachel's Challenge" assembly in the fall of 2011 to help address bullying and to help foster a positive school culture.
 - i. The assembly included a student leadership training and the introduction of a "Friends of Rachel" Club which works to keep the message from the assembly fresh in the minds of the students and staff.
 2. We are looking to establish a team in order to become a part of the Region 3 SMHI Bullying Prevention Demonstration Program, which incorporates use of the Second Step – Middle School Program for grades 6-8.
 3. I-Safe (Internet Safety) Training will be provided to all GEMS students through their social studies classes (the first installment on cyber-bullying has already taken place).

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

Persons Responsible for the Implementation:

Principal, assistant principal, school psychologist, teachers, staff, students, and parents.

Completion Date and Budget:

The new PBIS training began in January of 2012 with a projection of three years before full implementation. There may be more costs at a later time, as needed/applicable. Site Plan has money allocated for student recognition/incentives, as appropriate.

Resources Needed:

Time to plan, prepare, and implement new practices. Presentations to staff and students are anticipated. Incentives/awards/celebrations planned for student recognition.

Evaluation of the Objective:

Evaluation will be done through analysis of academic and discipline records. PBIS Team will meet on a regular basis (monthly) to review data, implement and address areas of concern. Teacher and/or student surveys may be developed and analyzed, if appropriate.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

Component II:
Physical Environment

Goal:

To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

- Evaluate the overall safety of the physical structure and prioritize the list for necessary improvements.
- Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.
- Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Continue to add security cameras (based on the availability of funds)
- Improve lighting on campus for evening activities and physical safety

Activities:

- Add to/utilize the surveillance system to monitor behavior/situations on campus:
 1. More cameras installed (currently have access seven functioning cameras). There was a walk through in November of 2012 with Don Mosbacher from Surveillance Systems Integration, Rey Cubias (Glen Edwards VP), Gus Nevarez (Glen Edwards Lead Custodian), Bob Lyons (WPUSD Director of Technology), and Curtis Stizzo (WPUSD Director of Maintenance) to identify placement of future cameras. Cameras are currently being ordered and work is being scheduled for district relocation of two existing cameras and installation of two new cameras.
 2. Installation of wiring/connectivity for strategically placed cameras. Bob Lyons, Curtis Stizzo, and Gus Nevarez will be involved with this process.
 3. Computer access from office/desk for Principal and Assistant Principal, as well as remote access, to monitor more frequently.
 4. Better outdoor lighting (motion-sensored?) for nighttime viewing by eye site and for camera effectiveness (recommended near the playground water fountains).
 5. Need for electrical wiring safety inspection (teachers have noted some exposed, live-wires in the past).
 6. Need for indoor light-fixture cover inspection (teachers have noted some are loose and have fallen).
- Can/Bottle Recycling and Litter:
 1. Extra blue recycling containers placed on campus
 2. Extra garbage receptacles will be placed on the blacktop and field

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

3. APTS will collect and return cans/bottles for deposit
 4. Funds collected from deposit will be placed in Student Body account.
 5. Community service/campus clean up will be added as an option for a behavior consequence
- **Pest Control:**
1. The entire building will be sprayed for ants on a regular basis. School breaks/vacations would be the best time to schedule.
 2. Coordinate with the maintenance department for calendaring dates to ensure that the presence of ants is addressed immediately. A proactive, rather than reactive approach would be beneficial.

Persons Responsible for the Implementation:

- Principal, Assistant Principal, Director of Technology, surveillance company, and Noon Aides
- APTS, teachers, students, and custodians
- Maintenance Department

Completion Date and Budget:

End of 2nd trimester of 2012-2013 school year for camera installation if not sooner. Otherwise, on-going. Budget: Safety money, Site Plan, Technology Grant (pending), and District level facilities/maintenance funding for pest control

Resources Needed:

1. Wiring added in appropriate locations for camera connection
2. Additional cameras
3. New light fixture covers as needed
4. Recycling containers
5. Extra garbage cans
6. Pest control vendor/provider

Evaluation of the Objective:

- ✓ Wires secured
- ✓ Light covers attached or replaced
- ✓ Cameras functioning
- ✓ Decreased litter on campus and field area.
- ✓ Money added to student body funds from recycling.
- ✓ Less vandalism and unsafe behavior due to added cameras and monitoring.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2012-2013

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	Date of Public Hearing <input style="width: 150px; height: 20px;" type="text"/> Site of Public Hearing <input style="width: 150px; height: 20px;" type="text"/> The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <i>Ed Code 32281</i> 	
Review of Progress for Last Year	Name: Rey Cubias	Date: 12/4/2012
Law Enforcement Review	Name:	Date:
Site Council Approval	Name: Shelly Hoover	Date: 1/16/2012
School Board Approval	Name:	Date:

Twelve Bridges Middle School

Safe School Plan

2012-2013



**Western Placer Unified School District
Twelve Bridges Middle School
770 Westview Drive
Lincoln, Ca 95648
(916) 434-5270**

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Action Plan for Component 1

Personal Characteristics of Staff and Students

The traits those students, teachers, administrators, and other personnel bring to the campus

(Ethnic/cultural diversity, different experiences)

Our goal is to create and foster a positive, safe, and caring learning environment in which all student scan feel safe and experience success.

Areas of Pride:

1. Twelve Bridges Middle School is located in Western Placer Unified School district in the city of Lincoln. The school serves grades six through eight. The student enrollment is currently 860 and growing.
2. Twelve Bridges is one of eleven schools in WPUSD
3. Students with special needs are readily accepted by peers and accommodated by staff regardless of their abilities and challenges.
4. Personnel are in-serviced in multicultural education through college coursework (CLAD), professional growth (SDAIE) and on-going staff development programs to meet the changing needs of students.
5. A district nurse and nurse clerk monitor/check students for various health issues: vision testing, immunizations, head lice, scoliosis, hearing testing, Family Life, and minor injuries.
6. District health/counseling services provide prevention and intervention programs for students and families (psychologist, counseling, group sessions, after school tutoring and more...).

Areas of Concern:

1. Developing a deeper understanding and respect for one another's cultural diversity among our students, as well as a deeper understanding with regard to students with special needs.
2. Offering intervention strategies/resources to establish and then maintain a caring and safe school climate

Objective 1: Increase courtesy and mutual respect among our students and staff.

1. Related activities:

- Provide on-going student and staff bullying/harassment prevention information, which is to include information on cyber bullying.
- Administration will come to a mutual agreement with regard to what does/does not constitute bullying.

2. Resources needed:

- Staff, materials, time and budget allocation

3. Person/s responsible for implementation:

- Administration and staff

4. Timeline for implementation:

- 2012-2013 school year

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Budget

1. Hand-out materials, posters and information booklets
2. Estimated costs for workshops
3. Cost of translating

Evaluation criteria and timeline:

1. Evaluation will be done through grade level meetings throughout the year. Teams will meet at appropriate times and will coordinate the activities into their curriculums.
2. Timeline for implementations will be throughout the school year.

Action Plan for Component 2

School's Physical Environment

The physical conditions in which education takes place (building, location, classrooms)

Our goal is to create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Areas of Pride

1. **School location:** Twelve Bridges Middle School is located in the growing community of Lincoln at the foot of the Sierra Nevada Mountains. The town's population stands at approximately 30,000 people. There are Lincoln Police and Fire Department emergency services available. The Western Placer Unified School district is the largest employer in town and the school system is an integral part of the community and its activities. The school has the cooperation of the community in general and of nearby residents to obtain information on possible student crimes and truancy. The school is alert to exposure to safety hazards, such as toxins or heavy traffic from Highway 65 and railroad freight movement through town.
2. **School grounds:** The TBMS campus perimeter and interior are fenced to secure the site from easy criminal access and activity. The campus is closed during school hours to outsiders and access signs are prominently displayed at all entry points. Emergency and district vehicles have limited access to school grounds. Visitors are required to sign-in and obtain badges at the front office before entering the campus. Places for loitering are limited. The school has appropriate lighting in the evenings and at night and there are surveillance cameras currently in use, which include the required signage.
3. **Maintenance/Safety:** Our maintenance staff promptly corrects the physical conditions that could lead to accidental harm. The school has adequate and proper protection against falls from recreational equipment and landscaping designs that prevent students from climbing to dangerous heights. There is a school policy for dealing with vandalism including procedures for cleaning or painting over graffiti/tagging as soon as possible and promptly replacing

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broken windows. The maintenance staff does an excellent job keeping the grounds clean, safe and beautiful.

4. **Health:** District health services provide prevention and intervention.
5. **School Building and Classrooms:** Twelve Bridges Middle School was completed in the Fall of 2006. TBMS currently houses 48 classrooms, Drama room, Music room, Science Tech lab (not in use this school year), four fully equipped science labs, library, two computer labs, Gymnasium, Multi-purpose center, and an Administration building. Classrooms are well maintained, free of physical hazards and equipped with telephones and intercoms/communication systems.
6. **Internal Security Procedures:** A campus-wide communication system with individual telephones in all areas and school-wide "all-call" capabilities enables clear and effective announcements at any time. Security and fire prevention systems enhance the overall security of the campus. Visitors, guests and parent volunteers use the sign-in and badge procedures to provide further safety. A background check is standard procedure for all volunteers and employees who work directly with children in and outside the classroom. A site emergency plan is in place and site fire drills are scheduled as required. Lock-down drills are also periodically scheduled along with an annual evacuation drill. A district crisis response team and plan is in place with identified procedures. Standard incident reporting procedures are also in place. Valuables and equipment are inventoried properly, engraved for identification and stored securely.

Areas of Concern

1. Access from the bike trails to the school.
2. Coverage for the students on rainy days
3. Excessive automobile traffic and safety at the park, due to decreased busing availability.

Objective 1: Secure additional space for student use during the rainy season.

1. Related activities:

- Investigate a rainy day schedule with the possibility of teachers opening their classrooms before school or during lunch.

2. Resources needed:

- Time and budget allocation

3. Person/s responsible for implementation:

- School-wide, administration, staff, students, parents and volunteers

4. Timeline for implementation:

- 2012-2013 school year

Budget

1. Time and materials

Evaluation Criteria and Timeline

1. Evaluations will be monitored monthly throughout the year.

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Action Plan for Component 3

School's Social Environment

The organizational and interpersonal processes that occur in and around the school (structure, procedures and organization)

Our goal is to create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Areas of Pride

1. **Leadership:** The principal and his administrative team provide strong leadership, a clear vision and a plan of action. He advocates sharing the decision-making with staff, parents, students, and Site Based Leadership Team (SBLT). Local Emergency Services, security personnel and community leaders are actively involved and encouraged to take part in school activities. The principal emphasizes the importance of positive staff attitudes toward the treatment of students and parents; the principal models and expects the staff to demonstrate responsiveness, respect, consideration and sensitivity. The principal is readily available to all members of the school community and is highly visible on the campus and in the classrooms.
2. **School-Site Management:** Administration, staff, students, parents and the community are involved in setting goals, policies and procedures insuring a strong commitment to student success and high achievement.
3. **Classroom Organization and Structure:** TBMS is a 6-8 grade level school made up of individual classrooms. Each classroom provides an orderly and safe learning atmosphere, encouraging the adventure of learning and advances positive communication among students and staff. Students transition between their academic teachers. Classrooms are air-conditioned and heated to provide a safe and comfortable learning environment.
4. **Discipline and Consequences:** The current discipline plan is aligned with the district policies and ensures a safe environment for students. The site discipline plan is disseminated to parents and students at the beginning of the school year assembly and in their School Agenda's Parent/Student Handbook section, as well as through first day packets. Parents and students are asked to sign an agreement form to verify they have received and read the handbook information. All staff (certificated and classified) review and understand the policies and procedures and implement them on a fair and consistent basis. Procedures are established for reporting all criminal behavior on the school campus to the appropriate personnel and law enforcement agencies. Interventions for inappropriate personal behavior are explored as a first step such as warnings, parent conference, Student Study Team. Positive discipline will be utilized and aimed at changing the behavior and attitude students and not merely a punitive reaction.
5. **Partnerships:** Parents are viewed as partners in the education of our students. A strong support network is provided for parents and students (Lighthouse Resource and Counseling Center, District

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Health Services provide prevention and intervention programs for students and families, Free and Reduced Lunch Program....).

Areas of Concern

1. A desire to develop parent/community involvement in the educational process and support students.
2. Twelve Bridges will work to increase awareness in the areas of cyber bullying and local gang tendencies and issues.

Objective 1: Increase parent involvement in their student's education.

1. Related Activities:

- Continue to provide opportunities for parents to visit the school and take an active role, such as Back-To-School night, Open house, Honors activities, Concerts and Assemblies.
- Send home information regarding cyber bullying trends via email.

2. Resources Needed:

- Planning time, staff, parents and students

3. Person/s responsible for implementation:

- Administration and staff

4. Timeline for implementation:

- 2012-2013 school year

Budget

1. None needed at this time.

Evaluation Criteria and Timeline

1. The evaluation will be an annual review of program.
2. Timeline for implementation will be throughout the school year.

Action Plan for Component 4

School's Culture

The general atmosphere or spirit of the school (norms, beliefs, and values)

Our goal is to create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Areas of Pride

1. **Affiliation and Bonding:** Administration, staff, students and parents work together to ensure that strategies are in place to build a sense of community within the school so that all can feel pride in their school, and feel that they are important members of a team. Students and staff are genuinely concerned about what happens to one another. Staff member's birthdays are celebrated when possible. The dignity and heritage of each person is affirmed and respected. Staff and students accept ownership of conditions and events that occur at the school.
2. **Behavioral Expectations:** Students are asked to be respectful of the rights of others showing courtesy and tolerance, to be responsible for their own behavior, and to be prepared for class.
3. **Academic Expectations:** Twelve Bridges Middle School students are expected to meet and maintain promotion requirements: a "C" average in both math and language arts and an overall grade point average of 2.0 or better. Learning and productivity are valued and expected. WPUSD is dedicated to providing the best education for our students. All textbooks and instructional materials in all subject areas are aligned to the California State Standards. Students and staff want and expect class time to be used efficiently.

Areas of Concern

1. The school climate: bullying/intimidation, gang related activity, verbal abuse, teasing and exclusion.
2. Raising STAR testing scores and the API

Objective 1: Increasing staff and student commitment to tolerance and diversity.

1. **Related activities:**
 - Continue to provide quality informational programs
2. **Resources needed:**
 - Administration, staff, materials, time and budget allocation.
3. **Person/s responsible for implementation:**
 - School-side, administration, staff, students, parents and volunteers.
4. **Timeline for implementation:**
 - 2012-2013 school year

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Budget

1. None needed at this time.

Evaluation Criteria and timeline

1. Evaluation will be monitored for compliance.
2. Timeline for implementation will be throughout the school year.

Objective 2: Increase student achievement and API scores.

1. **Related activities**
 - Bring all students to appropriate grade level achievement
 - Regular acknowledgment of student successes
2. **Resources needed:**
 - Administration, staff, materials, time and budget allocation.
3. **Person/s responsible for implementation:**
 - School-wide, administration, staff, students, parents and volunteers
4. **Timeline for implementations:**
 - 2012- 2013 school year

Budget

1. None needed at this time as the programs are already in place

Evaluation criteria and timeline

1. Evaluation will be monitored for compliance as needed
2. Timeline for implementation will be throughout the school year

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Placer County Office of Education

Comprehensive Safe School Plan

2012-2013

Lincoln High School

Jay Berns, Principal

Plan developed by:

Victoria Eutsey
Michael Maul
Tom Kelley
Bob Peirce
Mary McQueen
Charlene Emerson
Barbara Green
Mike Kimbrough
Toby Faingold
Marilyn Courage
Robert Boatman

Title:

Assistant Principal
Assistant Principal
Counselor
Teacher
Activities Director
A.P Secretary
Principals Secretary
Custodian/CSEA President
Parent/Site Council President/Booster
Parent/Classified Staff/Booster
Student/ASB President

Date Adopted by School Site Council _____ President _____

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Comprehensive Safe School Plan
2012-2013
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_____
Robert Boatman	ASB President	_____Date_____

Comprehensive Safe School Plan
2012-2013
Lincoln High School

STUDENT DATA SUMMARY

Data Source	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Enrollment	1105	1231	1349	1432	1390	1479	1411	1414
Discipline Records (Number of Incidents)								
Suspensions	148	183	189	154	140	151	150	148
Expulsions	12	19	12	7	12	3	4	12

Conclusions from Data:

- The increase in number of expulsions 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.
- 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 WPUUSD 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.
- Note that the number of suspensions (43) for the first trimester of the '12-'13 school year is greater than the number of suspensions (34) for the first trimester of the previous year. This increase is due to the 17 students who have been suspended this year because of excessive tardies based on our new tardy policy.

Conclusions from Parent, Teacher, and Student Input:

- As a student body, we feel that overall our school is very safe. In the few cases of bullying, there is always someone who will stand up for the victim. Even though there is always something to improve on, we feel that Lincoln is a place where students feel safe. Robert Boatman, Student and ASB President.

8.5.157

- 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 junior 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.

Comprehensive Safe School Plan
2012-2013
Lincoln High School

STUDENT DATA SUMMARY

List Data Sources Reviewed <ul style="list-style-type: none">• Discipline records• Standardized test scores (STAR & CAHSEE)• Graduation rate
Areas of Pride and Strength <ul style="list-style-type: none">• Supportive Staff and Administration• California Distinguished School Recognition• Career Technical Education Award• Outstanding Site Council• Increase in STAR Test scores• 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 <ul style="list-style-type: none">• Continue to implement Professional Learning Communities• Continue to implement Positive Behavioral Interventions and Supports• Accommodate and upgrade facilities for growth and maintenance

Comprehensive Safe School Plan
2012-2013
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 an academic learning environment To ensure a safe and orderly environment
1.0 Establish and maintain high and consistent standards for achievement <ul style="list-style-type: none">• Adopted textbooks and curriculum are aligned to previous state standards. Teachers review curriculum, revise assessments, and attend workshops designed to familiarize teachers with the New Common Core State standards.• Teachers participate in Professional Learning Communities and work to create, review, or revise the following:<ul style="list-style-type: none">✓ Norms✓ SMART Goals✓ Essential Standards aligned to the Common Core Standards✓ Common Formative Assessments✓ Data Analysis✓ Intervention and remediation strategies
2.0 Maintain an atmosphere which enables students to achieve <ul style="list-style-type: none">• 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, 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 staff.• Peer tutoring provides academic assistance in the library Tuesday through Thursday from 3:15 pm to 5:30 pm.• 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.
3.0 Publish annually and review with students the schools rules and procedures for discipline on campus

8.5.160

<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.
5.0 Monitor student activity and help improve student behavior using the campus supervisors <ul style="list-style-type: none"> • 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.

Who will take the lead? <ul style="list-style-type: none"> • Site Administration • Leadership Committee • Certificated and Classified Staff • Custodian • Leadership Students • District Administration
Completion Date and Budget: Ongoing
Resources Needed: <ul style="list-style-type: none"> • General Fund • EIA Funds • GATE Funds
How we will monitor and evaluate? <ul style="list-style-type: none"> • Staff and Administration coordination of policies and programs • STAR and CAHSEE results • Safe and orderly campus • Review of Comprehensive Safe School Plan • Incident logs and discipline records

8.5.161

Comprehensive Safe School Plan
2012-2013
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 <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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.
3.0 Accommodate for growth <ul style="list-style-type: none">• 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.• District staff analyzed occupancy and class size maximums based on square footage of classroom.

8.5.162

Comprehensive Safe School Plan
2012-2013
Lincoln High School

ENSURING A SAFE AND ORDERLY ENVIRONMENT
Component II
(Continued)

Who will take the lead? <ul style="list-style-type: none">• District Administration• District Maintenance• Site Administration• Lead Custodian
Completion Date and Budget: Ongoing
Resources Needed: <ul style="list-style-type: none">• General Fund• School Safety
How we will monitor and evaluate? <ul style="list-style-type: none">• 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.

Comprehensive Safe School Plan
2012-2013
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 1520.

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 and a half campus supervisors are on campus.
- The old gym is open each day during lunch 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.
- 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.

8.5.165

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.
- Tutoring is available to all students.
- Special classes are designed for students who require extra assistance with the California High School Exit Exam.

Comprehensive Safe School Plan
2012-2013
Lincoln High School

Crisis Response
Staff Assistance

Staff Member	CPR	First Aid	Translation	Counseling	Runner
Allen, Tim					X
Anderson, Evelyn					X
Armistead, Jessica					X
Ash, Robert					X
Baird, Janet					X
Bartley, Alice					X
Berns, Jay					
Bombard, Chris					X
Bombard, Ersula				X	X
Bonito, Cindy				X	X
Brown, Connie					X
Byron, Ellen					X
Cash, Jeff					X
Chappelle, Eric			X Spanish		X
Christiansen, Kendra					X
Coast, Kim			X Spanish		
Courage, Marilyn					X
Cullen, Mary Louise			X French		
Duarte, Danielle					X
Duer, Jeff					X
Edwards, Marilou					X
Emerson, Charlene				X	X
Fiorca, Karen					X
Foley, Jill			X French		X
Foxworthy, David					X
Freestone, Mark			X Spanish		
Garcia, Cathy					X
Green, Barbara					X
Griesmer, Donna			X Spanish	X	
Griffin, Nancy					X
Hagman, Cindy					X
Haight, Reannon					X
Halbert, Bill	X	X			
Harris, Lori					X
Hess, Barrett					X

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Hill, David					X
Horton, Jennifer		X		X	X
Hurtado, Vincent			X Spanish	X	
Hutchinson, Carol					X
Jarrett, Allan					X
Jepson, Valerie			X Spanish		
Jocoy, Clelia	X	X	X Spanish & ASL		
Joe, Alex	X	X		X	X
Jones, Mark	X	X			
Kelley, Tom				X	
Kimbrough, Mike					X
Koleff, Dawn					X
Krspytski, Jeanette					X
Landon, Chris					X
Lewis, Brett					X
Lillie, Tracey				X	
Little, Holli					X
Lomeli, Elizabeth					X
Lowe, Ken					X
MacQueen, Mary					X
Maul, Mike					
McCroskey, Tara	X	X			
McGinn, Vonnie					X
Melendrez, Diana					X
Mosier, Tina	X	X			X
Noma, Lisa				X	
Norris, Cassandra	X	X		X	
Olmstead, Kathleen					X
Palafox, Ben	X	X	X Spanish	X	X
Pascoe, Trisha	X	X			
Pierce, Bob					X
Pierce, Heather		X Diabetics			X
Raaberg, Erica					X
Resendes, MaryLou			X Spanish	X	
Retallack, Mandy		X			X
Roberts, Gail					X
Seacrist, Scott					X
Shurson, Kerry				X Andrew J	
Silva, Belinda			X Spanish		X
Silvas, Suzanne					X
Smith, Janet				X	X
Smith, Val					X
Stanley, Lori				X	X
Staus, Laura					X
Sutcliffe, Kitty					X

8.5.168

Tofft, Debbie					X
Tofft, Donna	X	X			X
Tofft, Matt	X	X			X
Torri, Kristina					X
Treanor, Jason					X
Trueblood, Mike					X
Walker, Cassandra					X
Ward, Sylvia					X
Williams, Dan	X	X		X	
Williams, Eric					X
Zamora, Betty					X

8.S.169

DISTRICT CRISIS RESPONSE SUPPORT TEAM PLAN
Western Placer Unified School District

Emergency Drills

Type of Drill	Date	Alternate Date
Lock Down #1 Shelter In Place	Wednesday January 9, 2013 Period 3	Wednesday January 16, 2013 Period 3
Lock Down #2 Shelter In Place	Thursday March 14, 2013 Period 4	Thursday March 21, 2013 Period 4
Fire Drill #1 On Campus Evacuation To Stadium	Friday February 8, 2013 Period 5	Friday February 22, 2013 Period 5
Fire Drill #2 On Campus Evacuation To Softball Fields	Tuesday April 9, 2013 Period 2	Tuesday April 16, 2013 Period 2
Off Campus Evacuation	TBA	TBA

Comprehensive School Safety Plan

PHOENIX HIGH SCHOOL

2012-2013

Revised 12-12-12

**Western Placer Unified School
District
Phoenix High School
870 J Street
Lincoln, CA 95648**

8.S.171

Comprehensive Safe School Plan 2012-13

ENSURING SAFE AND ORDERLY ENVIRONMENT
Component I

Phoenix High School
School/Site

Component I: People and Programs
Goal #1: <i>To create and foster a positive, safe, and caring learning environment in which all students can feel safe, experience success, and build self-esteem.</i>
Objectives: <i>To provide and foster a proper learning environment that: is free of distractions, has a discipline policy applied fairly consistently, and timely; and allows for personal growth.</i>
1.0 Related activities: a. Revised 2012-13 PHS School Handbook delivered to all students b. Consistently enforce the discipline policy and model desire classroom behaviors. c. Explain the District's attendance policies, procedures, expectations and consequences (SAM) with students at first day assembly. d. Continue to enforce tardy policy: if a student is late, then he/she will serve a same day detention (12:45 – 1:15 pm). e. PHS Period Schedule: students assigned to content area classrooms each period. f. Counselor on campus every Wednesday (8:00 am – 12:00 pm) emphasis on school to career counseling – exposing students to the opportunities available. g. Prompt rewards and recognition for student achievement by S.T.E.P. periods and trimesters. h. Celebrate students academic, attendance and citizenship successes i. Weekly (2) credits check on 18 year olds with extended day consequences. Expand to all students, the weekly credit check. j. Develop a sports program to increase student participation in extra curricular activities, develop self-esteem and collaboration with other students.

Comprehensive Safe School Plan 2012-2013

PEOPLE AND PROGRAMS, Continued
Component I

Phoenix High School
School/Site

Who will take the lead?	<ul style="list-style-type: none">• Staff• Administration• Students• District administration
Completion Date	<ul style="list-style-type: none">• Ongoing
Resources Needed	<ul style="list-style-type: none">• General fund• Safety fund\$• Volunteers
How will we monitor and evaluate?	<ul style="list-style-type: none">• Staff/administration coordination of policies/programs.• Safe/orderly campus as measured by fewer suspensions/expulsions.• Incident logs and referral logs.

Comprehensive Safe School Plan 2012-2013

ENSURING SAFE AND ORDERLY ENVIRONMENT
Component II

Phoenix High School
School/Site

Component II: Physical Environment
Goal #1: <i>To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.</i>
Objectives: <i>To continue to improve, upgrade and evaluate the school facilities to foster a safe learning environment.</i>
1.0 Related activities: a. Continue to improve facilities as needed for growth and safety. b. Immediate action taken to remove evidence of graffiti, gang symbols, etc. c. Students are monitored upon entrance and exit of school (Phoenix High School is a closed campus). d. Dress code enforced as per student handbook. e. Adequate custodial service and site maintenance. <ul style="list-style-type: none">• Work with students to take pride and respect in PHS/facilities.• Start PHS garden – student project. f. Utilize the additions of Rooms #2 & 3: <ul style="list-style-type: none">• School-wide assemblies, group meetings, social gathering @ lunch• Career Counseling Center & Library• Multi-Use: district in-service, staff development, guest speakers etc...g...Install School-Wide (Wi-Fi) intercom/paging system: <ul style="list-style-type: none">• Morning AM announcements• Character Building• Emergency situations

Comprehensive Safe School Plan 2012-2013

PHYSICAL ENVIRONMENT, Continued
Component II

Phoenix High School
School/Site

Who will take the lead?	<ul style="list-style-type: none">• Staff• Administration• Students• Student body officers
Completion Date	<ul style="list-style-type: none">• Ongoing
Resources Needed	<ul style="list-style-type: none">• General fund \$• Donation \$• Safety fund \$• Grant
How will we monitor and evaluate?	<ul style="list-style-type: none">• Staff/administration coordination of policies/programs.• Quarterly "reality checks" for credit completion progress

Western Placer Unified School District
Comprehensive Safe School Plan 2012-2013

Phoenix High School
School/Site

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Comprehensive School Safety Plan 2012-2013

MEMBERSHIP

Phoenix High School
School/Site

School Site Council or Delegated School Safety Planning Committee Members	Principal or designee	Classified Employee	Classroom Teacher	Parent	Law Enforcement	Other School Staff	Community Rep.	Student	Other (specify)
Date:									
1. Michael Doherty	X								
2. Sandra Hackbarth		X							
3. Jennifer Nelson			X						
4. Tracy Gruber			X						
5. Cindy Farris			X						
6. Clint Nelson			X						
7. Ed Kerry							X		
8. Doris Kerry							X		
9. MaryLou Resendes			X						
10. Shirley Cox				X					
11. Lisa Rodriguez				X					

Comprehensive School Safety Plan 2012-2013

STUDENT DATA SUMMARY

Phoenix High School

Data Source	School/Site				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
• Discipline records					
Suspensions (number of incidents)	185	208	120	128	
Expulsions	5	10	0	3	2

Conclusions from Data:

- As student population has increased or decreased, student discipline issues have fluctuated accordingly.
- Change in scheduling students into individual classrooms, more structured less comfortable environment. –
- The decrease in expulsions from 08-09 to 09-10 are directly related to 1) change in Board policy regarding # of days of suspension required before a recommendation for expulsion is made, and 2) presence of Resource Officer on campus.

Conclusions from Parent, Teacher and Student Input:

- Students who attend Phoenix feel the school is a safe place to be, the academic environment encouraging and the staff supportive.
- Teachers have observed a different attitude in the classroom; more respect and less negative interaction between students and staff.
- Parents of students at Phoenix have stated that they have not heard any negative comments about school behaviors and feel that the school provides a safe environment for their children.
- Students are focused on earning credits for return to LHS or graduation.

Comprehensive School Safety Plan 2012-2013

DATA SUMMARY, Continued

Phoenix High School

School/Site

List Data Sources Reviewed and How the Data Determined the Goals:

- Discipline records.
- Standardized test scores (SAT & CAHSEE)
- Student credit completion rate data.

Area of Pride and Strength (including school programs and practices that promote a positive learning environment).

- Supportive staff and administration
- Individual student learning plans foster communication between school, students, and parents.
- Cleanliness of campus
- Student expectations are high regarding behavior, academics, and personal demeanor.
- Improving attendance record.
- Improving API/AYP scores
- All students are treated equally and have equal opportunities to participate and be successful

Areas we wish to change:

- Provide more elective opportunities for our students.
- Provide more directed instruction classes.
- Increase student credit completion rate.
- Add more classroom space to handle increased student population.
- Lower drop-out rate
- Add extra curricular activities to increase student buy-in.

PHOENIX HIGH SCHOOL SAFETY PLAN

Disaster/Procedures/Crisis Response

CLASSROOM EVACUATION

Immediate threat (i.e. fire, etc.)

1. The fire alarm will be activated.
2. Upon activation, teachers will escort their class to the designated evacuation area (parking lot west of campus).
3. Teachers are responsible to clear their classrooms.
4. Roll will be taken to ensure all students are present.
5. At end of emergency or drill, the "all clear" will be executed.

Threat requiring evacuation to another site.

1. The alarm will be activated with announcement over the PA system "All students are to return to and remain in their classroom!"
2. If PE students are on the playing field (LHS campus), teachers will be notified over cell phone to either return to school site or go to LHS office.
3. When transportation is available, principal or designee will call for orderly evacuation of the school to the North end of the high school track.
 - Staff will bring emergency clip board and evacuation kits.
 - Students will be moved to the west end of the athletic field for bus loading.
 - Busses will be boarded at the front of school (J Street), unless otherwise stated.
 - Additional emergency equipment (cell phone, radio...) should be secured as time permits.
4. Dare care will bring childcare supplies.
5. Phoenix High School will be locked and alarm set.
6. Students and staff will be transported to primary evacuation site (LHS or COES).
7. At the evacuation site, emergency activities will be coordinated jointly by the administration.
8. Phoenix High School's secondary emergency evacuation site, if necessary, is Carlin Coppin Elementary School.
9. At the evacuation site, Phoenix High School students will remain together until released to go home, or parents personally sign them out, and a record is kept.

Threat of violence at school.

1. All doors at Phoenix are kept lock during school hours.
2. Intecom/PA system will be used to notify staff and students to remain in the classroom and be sure their doors are locked.
3. Students and staff will remain in the classroom until the "all clear" is sound

Post Crisis plan.

1. Through combined effort with district personnel, counseling and de-briefing of students will be established.

*** Students with disabilities will be assisted to staging and evacuation areas. All egress and ingress routes can accommodate students with disabilities.**

**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:

Attendance Update

AGENDA ITEM AREA:

Information

REQUESTED BY:

Mary Boyle & Michael Doherty

ENCLOSURES:

Attendance Table; Parent Letters

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Positive Impact on General Fund

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:


Two years ago, the District Attendance Work Group (DAWG) was formed to study student attendance patterns and to formulate positive programs to encourage improved student attendance. Research (and common sense!) shows that there is a high correlation between regular student attendance and student achievement in school. The research specifically shows that poor 6th grade attendance accurately predicts which students will become dropouts and that 9th grade attendance is a better prediction of graduation than are test scores. The research further demonstrates that there is a direct correlation between kindergarten and first grade attendance rates for children living in poverty and a reduced achievement gap between those students and their more affluent peers. The negative effects of poor attendance are felt on a fiscal level as well, with each .5% absence rate equating to approximately \$225,000 in lost annual revenues for our school district.

DAWG's 2010/11 recommendations were put into effect beginning with the 2011/12 school year, resulting in a significant increase in overall student attendance, a reduction in the absences of chronically absent individual students, and increased revenues to our district. A synopsis of these improvements will be provided, as well as current data to date on district and site attendance patterns.

ADMINISTRATION RECOMMENDATION:


Information only.

8.6




District Attendance Update ~ 2012/13

Effects of Implementing DAWG
(District Attendance Work Group)
Recommendations ~ January, 2013



Establishing the Need ~ 2010/11 DAWG District Attendance Work Group ~ DAWG

- **Made up of** administrators, certificated, classified members across the district
- **Studied** the Impact of Student Absences:
 - ☐ Student Costs – Learning/Success
 - ☐ Personnel Costs – Time/Energy
 - ☐ Revenues Costs – Money/Funding
 - ☐ Societal Costs – Dropouts/Social Issues



Definitions

- **Satisfactory Attendance** ~ missing 5% or less of school year for any reason (1/20 days – approx once/month or 9 days per school year)
- **Chronic Absence** ~ missing 10% of school year for any reason (1/10 days – approximately twice/month or 18+ days per school year)
- **WPUSD Attendance Rate** ~ 96% in 2010/11 ~ misleadingly good! Strong attendance students “carrying” others.

Student/Societal Costs

Research shows:

- ❑ **Chronic K Absence** has Long Term Impact on Poor Children
 - K/1st high attendance rates reduce achievement gap for SES students (Ready 2010)
 - Reducing elementary chronic absence reduces drop-outs
- ❑ **Poor 6th Grade Attendance** Accurately Predicts Drop Outs
- ❑ **9th Grade Attendance** is Better Prediction of Graduation than Test scores

~ Hedy Chang ~ www.attendanceworks.org

Personnel/Revenue Costs

- **Personnel Costs** - Make-up Work/Lessons/Attention/Tutoring
- **Revenue Costs** – For 2010/11
 - ❑ Attendance rate of 96% district-wide yielded a loss of over \$1,500,000 revenue annually!

DAWG Recommendations – First Implemented in 2011/12

- **Inform parents** of importance of regular daily attendance ~ initial/reminder letters
- **Implement "SAM"** – School Attendance Mediation at high school level – a precursor to SARB
- **Implement SARB** system of 4 progressive letters/contracts with fidelity K/12 – include elementary!
- **Support families** in need through appropriate referrals
- **Expand SARB Hearings** ~ Involve PCOE/LPD/Probation ~ strengthen the hearings & the SARB Contracts!

RESULTS!

- WPUSD SARB Hearings/Contracts – Elementary/Middle
 - 2010/11 – 17; 7 violated to Community School
 - 2011/12 – 19; 2 violated to Community School
 - 2012/13 (to date) – 15; 1 to Community School
- WPUSD SAM Hearings/Contracts – High School
 - 2010/11 – 73; 16 violated (SARB – Pre-SAM)
 - 2011/12 – 29; 3 violated to Community School
 - 2012/13 (to date) – 22; 1 to Community School

Results!

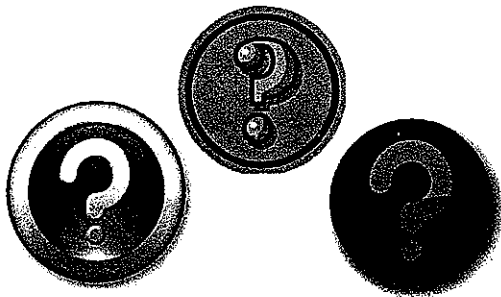
- Revenue Gains –
 - 2011/12 – improvement of .5% attendance yielded increase of approximately \$225,000 in revenues
 - 2012/13 – current projected ADDITIONAL improvement of .5% attendance is expected to yield an additional \$225,000 in revenues.

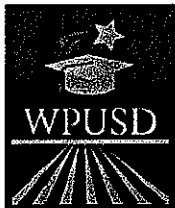
Recap of what's worked ~

- Creating District and School Attendance Teams to review data and create programmatic and policy responses to chronic absences
- Educating parents beginning in pre-K re importance of DAILY attendance
- Reaching out to chronically absent students/families to reduce barriers to daily attendance
- Partnering with community agencies to reduce absenteeism
- Including attendance goals in annual site SPSA's

8.6.3

Questions/Comments?





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

August 22, 2012

RE: ATTENDANCE

Dear Parent/Guardian:

Your child's education is extremely important to all of us. We know that you recognize the importance of developing strong attendance habits and that you value your child's education as one of the critical building blocks to ensuring his/her successful future. We likewise value your child's education, and wish to do everything that we can to ensure that your child is successful for the coming school year.

Western Placer Unified School District has an admirable attendance rate – 95.5%. However, hidden within that positive bit of information is the fact that some of our students are not attending school regularly. When a student misses more than 9 – 10 days a school year, s/he is considered to be chronically absent. When a student is absent, s/he misses the instruction that is taking place and is at risk of having incomplete areas of learning. A tardy of more than 30 minutes is considered an absence.

In addition to the impact of absences on student learning, there is also a fiscal impact. Last year, our district lost over \$1 million in state funding due to student absences. This is funding that cannot be made up. Whether a student is absent for illness, vacation, family business or other reason, the state does not reimburse the district for the cost of educating that student for that day of absence.

We understand that illness and mishaps do occur and that there are days that a student cannot and should not attend school. However, we are asking our families to make every effort this year to have your children at school whenever possible. We encourage you to schedule family vacations and special events on non-school days to prevent absences from occurring. If your child has a chronic health problem, please make sure to contact your building principal and ask to communicate with one of our District Nurses to develop a Health Plan. **We will again be communicating with families this year when a child reaches the point of having 5, 10 and 14 excused absences for illness, to highlight the importance of regular school attendance. (This includes tardies of greater than 30 minutes.)** We will also be enforcing Education Code 48260 requirements regarding unexcused absences and truancy. (See additional SARB letter enclosed). A student who is absent from school without a valid excuse for three days or tardy in excess of thirty minutes or more on three or more days in one school year is considered to be truant. Such a situation would activate the Placer County Office of Education and WPUSD School Attendance Review Board (SARB) processes.

Thank you for your support of your child's education. We look forward to our continued partnership of providing the best education possible to your child.

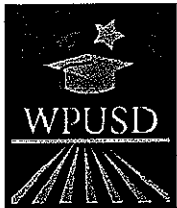
Most sincerely,

Mary Boyle
Deputy Superintendent of Educational Services

First Day Packet – Attendance Letter
1/2/2013



8.6.5



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

August 22, 2012

RE: SARB

Dear Parent/Guardian:

The Western Placer Unified School district is dedicated to academic achievement and success for all students. Regular attendance is an integral part of that success. Many parents are unaware that going "out of town" with their children during school is an unexcused absence, as are most "family emergencies". In both cases, planning ahead can avoid unexcused absences and possible actions by the District School Attendance Review Board (SARB).

State law states that absences are excused only if the child is ill, has a medical appointment, is under quarantine, or there is a death/funeral in the immediate family (1 – 3 day limit). All other absences are unexcused. If your child has three unexcused absences and/or tardies, he/she will be considered truant.

The procedures for dealing with truancy issues in the district are as follows:

- **First Notification of Truancy or Excessive Absence** letter is mailed to parents on the 3rd unexcused absence.
- **Second Notification of Truancy or Excessive Absence** letter is mailed to parents on the 4th unexcused absence.
 - School administration will meet with parents and student in an attempt to resolve the attendance problem.
- **Third Notification of Truancy or Excessive Absence** letter is mailed to parents on the 5th unexcused absence.
- **Notification of Habitual Truancy** letter is mailed to the parents on the 6th unexcused absence.
- Upon issuance of the 4th (Notification of Habitual Truancy) letter, a referral will be made to the District Welfare & Attendance Officer. At this time, a SARB meeting will be scheduled with the parents and the student.
- During the SARB meeting, the goal is to identify a solution or appropriate resources for resolving the student's attendance problem. At this point, the student will be placed on an Attendance Contract, which will be in force for the remainder of the year and for the following year.
- Violation of the Attendance Contract may result in the student being referred to the Placer County Community School and/or fines upon the parent/guardian.

Student and parents must understand that school attendance is not a matter of choice but is a mandate. The district's goal is to assist students and families in alleviating the factors that interfere with their compliance with this matter, and to insure a successful educational program.

Please work with your school administration to remedy any early attendance issues which arise in the new school year.

Most sincerely,

Mary Boyle
Deputy Superintendent of Educational Services

First Day Packet – Attendance Letter
1/2/2013



8.6.6

WPUSD SARB & SAM PROCESSES 2012 – 2013

SARB (School Attendance Review Board):

1. Site sends SARB Letter #4 to family (notifying them that PCOE will contact them shortly for a SARB Hearing), with copy to Michael Doherty. Michael Doherty sends SARB Hearing Referral to Marie Fleischhacker at PCOE .
(See PCOE SARB Hearing Calendar below)
2. Mike Lombardo & Marie Fleischhacker set up the SARB Hearings at the Santucci Center, to include Mike Lombardo (presiding), Probation, County Mental Health, Child Welfare Services, Community Partners, Resource Specialist, District Representative (Michael Doherty), and Site Principal/Assistant Principal (presenting the case).
3. Mike Lombardo/Marie Fleishhacker (PCOE) send out parent letters notifying them of the SARB hearing and cc's Michael Doherty at WPUSD.
4. Michael Doherty confirms with Steve Krueger (SRO) and Lighthouse representatives that they have been invited.
5. Site Principal/Assistant Principal presents the SARB case at the SARB hearing. Parents and student respond.
6. Mike Lombardo writes the contract at the SARB hearing and all present sign.
7. Site Administration monitors student adherence to SARB contract, encouraging, rewarding, intervening as described. Should student break contract, site refers case to Michael Doherty who works with PCOE for next steps.

South Placer SARB Hearing Dates: (at Roseville Santucci Justice Center)

Monday, September 17, 2012 (Auburn Justice Center)
Monday, October 15, 2012 (Auburn Justice Center)
Monday, November 26, 2012
Monday, January 28, 2013
Monday, February 25, 2013
Monday, March 25, 2013
Monday, April 29, 2013
Monday, May 20, 2013

(See next page for SAM – high school level only)

SAM (School Attendance Mediation):

1. Michael Doherty contacts Judge Nichols to schedule SAM Hearings at LHS and notifies SAM Hearing Panel of dates.
 - a. SAM Hearing Panel consists of three members – any combination of Steve Krueger, SRO; Lighthouse Representative; WPUSD Administration
2. Michael Doherty sends letters to families re the SAM hearing (Modified High School SARB Letter #3 AND SAM Notice to Appear)
3. Judge Nichols presides over group hearing with students and families, followed by individual hearings (See #4)
4. Michael Doherty presides over individual SAM hearings, with LHS/PHS administration presenting each case.
5. Michael Doherty writes the contract at the SAM hearing and all present sign.
6. Site Administration monitors student adherence to SAM contract, encouraging, rewarding, intervening as described. Should student break contract, site sends SARB Letter #4, following SARB process.

WPUSD SAM HEARING CALENDAR

(Tentatively First Tuesday of Month at Lincoln High School at 7:30 a.m.)

- Dates TBA

WESTERN PLACER UN ATTENDANCE DATA 2012-13 YTD FOR 2012-13							
SITE	PERIOD	ENDING ENROLLMENT	DAYS ENROLLED	DAYS PRESENT	% PRESENT	Average Baseline %	2012 - 2013 % Goal
CCC	2009/2010	444	80,132	76,186	95.08%	95.34%	95.84%
	2010/2011	391	73,334	69,873	95.58%		
	2011/2012	425	74,149	70,935	95.67%		
	2012/2013		26362	25478	96.66%	YTD	
COJES	2009/2010	652	114,841	108,536	94.51%	94.92%	95.42%
	2010/2011	632	113,339	107,550	94.89%		
	2011/2012	617	108,546	103,498	95.35%		
	2012/2013		35958	34686	96.46%	YTD	
FSS	2009/2010	433	75,586	72,313	95.67%	96.08%	96.58%
	2010/2011	441	81,471	78,389	96.22%		
	2011/2012	450	79,302	76,404	96.33%		
	2012/2013		29855	29023	97.21%	YTD	
FRES	2009/2010	543	98,017	93,874	95.77%	95.87%	96.37%
	2010/2011	534	97,510	93,356	95.74%		
	2011/2012	571	97,684	93,885	96.11%		
	2012/2013		35134	33639	95.74%	YTD	
LJCS	2009/2010	587	108,250	103,365	95.49%	95.92%	96.42%
	2010/2011	605	109,847	105,269	95.84%		
	2011/2012	634	110,180	106,249	96.41%		
	2012/2013		43836	42672	97.34%	YTD	
SES	2009/2010	89	16,391	15,630	95.36%	95.84%	96.34%
	2010/2011	83	15,164	14,531	95.84%		
	2011/2012	N/A	14,076	13,560	96.33%		
	2012/2013		5354	5129	95.80%	YTD	
TBES	2009/2010	697	127,765	121,859	95.38%	96.11%	96.61%
	2010/2011	728	129,884	124,620	95.93%		
	2011/2012	674	118,397	114,857	97.01%		
	2012/2013		45526	44123	96.92%	YTD	
GENS	2009/2010	627	113,948	107,613	94.44%	94.91%	95.41%
	2010/2011	688	124,149	117,475	94.62%		
	2011/2012	688	122,325	117,027	95.67%		
	2012/2013		43548	42097	96.69%	YTD	
TBMS	2009/2010	784	148,487	140,689	94.75%	95.13%	95.63%
	2010/2011	780	147,649	140,263	95.00%		

8.6.9

	2011/2012	825	143,251	137,003	95.64%	
	2012/2013		55017	53130	96.57%	YTD
LHS	2009/2010	1395	260,254	245,278	94.25%	
	2010/2011	1411	262,258	247,748	94.47%	94.52%
	2011/2012	1416	254,310	241,215	94.85%	
	2012/2013		96896	92696	95.67%	YTD
PHS	2009/2010	70	15,062	14,910		
	2010/2011	62	14,111	12,045		64.95%
	2011/2012	62	3,772	2,450	64.95%	
	2012/2013		1560	867	55.58%	YTD
DISTRICT	2009/2010	6251	1,143,671	1,085,343	94.90%	
	2010/2011	6293	1,154,605	1,099,074	95.19%	95.28%
	2011/2012	6445	1,122,220	1,074,633	95.76%	
	2012/2013		417,486	402,673	96.43%	YTD

NOTE: Goals for PHS based on 2011/2012 only. (Days Enrolled/Present for PHS 2011/2012 represent Credits Available/Earned, respectively.) District Goal must be met to offer 10% of additional ADA to schools who meet their individual goals. LHS must lose no more than 75 students from beginning enrollments to meet goal and may count LHS students enrolled in District Independent Study or PHS program.

**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:

Adjustment of Middle School Attendance
Boundaries

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Heather Steer, Facilities Coordinator

ENCLOSURES:

No

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

January 15, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

In late 2009 the Board of Trustees began a discussion around the necessity to restructure the middle school attendance boundaries lines within Western Placer Unified School District. At the time we anticipated that the 6th – 8th grade population at Twelve Bridges Middle School would increase to the point of capacity, and it would become necessary to adjust the attendance between Twelve Bridges Middle and Glen Edwards Middle School. Because the capacity was not yet extended, and due to some concerns about shifting attendance boundaries, the discussion was tabled.

We are now at what would be considered 'capacity' at Twelve Bridges Middle. Current student enrollment at Twelve Bridges Middle School is at 871 students. It is projected that over the next year we will see that enrollment increase yet again, and continue to climb through the next 10 years. Soon we will be unable to accommodate new students at this site at all. Conversely, the population at Glen Edwards Middle School has been declining. While we anticipate that the student enrollment at Glen Edwards will also increase as part of an overall growth trend, with attendance boundaries as they are it will continue to have capacity.

Staff will be showing the Board of Trustees some information on projected numbers and maps of tentative boundary adjustments for information and consideration.

RECOMMENDATION:

Staff requests that the Board of Trustees consider the information provided during the presentation and provide direction and input.

8.7

**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:

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 15, 2013

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 1240 Volunteer Assistance
- AR/E 4112.62/4212.62/4312.62 Maintenance of Criminal Offender Records
- BP/AR 4127/4227/4327 Temporary Athletic Team Coaches
- BP 4156.2/4256.2/4356.2 Awards and Recognition
- BP/AR 4157/4257/4357 Employee Safety
- BP 6111 School Calendar

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Policies, Regulations and Exhibits as submitted.

MANUAL MAINTENANCE GUIDESHEET

January 15, 2013

Page 1 of 1

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 1240 - Volunteer Assistance

(BP/AR revised)

Updated policy and regulation reflect **NEW LAW** (AB 346) which requires any volunteer who works with students in a student activity program (not just those who supervise, direct, or coach the activity) to obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing (CTC), unless the district requires the volunteer to instead clear a Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) criminal background check or the volunteer is otherwise exempted by law.

AR/E 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records

(AR/E revised)

Updated regulation reflects **NEW LAW** (SB 447) which requires the district to designate a custodian of records and to annually notify the DOJ regarding the identity of this person. Regulation also reflects requirement of SB 447, effective July 1, 2011, that persons designated as custodians of records must themselves receive criminal record background clearances to be eligible to serve in that capacity. Section on "Interagency Agreements" adds language on communicating with other districts participating in the interagency agreement when the district receives a report of a conviction of a serious or violent felony. Exhibit updated to reflect law re: civil action for invasion of privacy and to add legal cites for civil, criminal, and administrative penalties.

BP/AR 4127/4227/4327 - Temporary Athletic Team Coaches

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW** (AB 346) which requires any noncertificated employee or volunteer who works with students in a student activity program such as an interscholastic athletic program (not just those who supervise, direct, or coach the activity) to obtain an Activity Supervisor Clearance Certificate from the CTC, unless the district requires the individual to clear a DOJ/FBI criminal background check prior to beginning the paid or volunteer duties.

BP 4156.2/4256.2/4356.2 - Awards and Recognition

(BP revised)

MANDATED policy revised to reflect the membership of the merit awards committee, add encouragement of staff recognition during designated recognition days, and clarify the role of the Superintendent and the Board in granting awards.

BP/AR 4157/4257/4357 - Employee Safety

(BP/AR revised)

Policy and regulation updated to reflect **NEW TITLE 8 REGULATIONS** which require all employers to make provisions in advance to ensure that employees receive prompt medical treatment for serious injury or illness. Policy also deletes material on eye protection devices which is covered in AR. Regulation also deletes requirement to keep records of steps taken to implement the district's injury and illness prevention program (not applicable to public agencies) and expands section on "Hearing Protection" to include major components of hearing conservation program.

BP 6111 - School Calendar

(BP revised)

Policy updated to reflect **NEW LAW** (ABX4 2) which authorizes a district, upon agreement with employee organizations, to reduce the school year through 2012-13 by up to five days of instruction without incurring financial penalties from the state.

8.8.1

VOLUNTEER ASSISTANCE

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

~~The Board of Trustees encourages parents/guardians and other members of the community to share their time, knowledge and abilities with students. Volunteer assistance in schools enriches the educational program, enhances supervision of students and contributes to school safety while strengthening the schools' relationships with the community. The Board also encourages community members to serve as mentors providing support and motivation to students.~~

(cf. 1000 - Concepts and Roles)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

~~The Superintendent or designee shall establish procedures to protect the safety of students and adults. These procedures shall include laws related to tuberculosis testing and may also include laws related to criminal record checks.~~

As appropriate, the Superintendent or designee shall provide ~~volunteers shall be provided~~ with information about school goals, programs and practices and shall receive an orientation and other training related to their specific responsibilities. ~~as appropriate.~~ Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that **utilize** ~~capitalize on~~ their skills and expertise and maximize their contribution to the educational program.

Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads, and comply with employee negotiated agreements.

VOLUNTEER ASSISTANCE (continued)

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)

Volunteers shall act in accordance with district policies, regulations and school rules. ~~At their discretion, employees who supervise volunteers may ask any volunteer who violates school rules to leave the campus. Employees also may confer with the principal or designee regarding any such volunteers.~~ The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515.2 - Disruptions)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Qualifications

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

Prior to assuming a volunteer position to work with students in a district-sponsored student activity program, a volunteer shall possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)

A volunteer who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

A volunteer who possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, shall have satisfied district requirements for the criminal background check. (Education Code 49024)

Legal Reference: (see next page)

VOLUNTEER ASSISTANCE (continued)

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety program

8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

35021.3 Registry of volunteers for before/after school programs

44010 Sex offense; definition

44227.5 Classroom participation by college methodology faculty

44814-44815 Supervision of students during lunch and other nutrition periods

45125 Fingerprinting requirements

45125.01 Interagency agreements for criminal record information

45340-45349 Instructional aides

45360-45367 Teacher aides

49024 Activity Supervisor Clearance Certificate

49406 Examination for tuberculosis

GOVERNMENT CODE

3100-3109 Oath or affirmation of allegiance

3543.5 Prohibited interference with employees' rights

HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

1720.4 Public works; exclusion of volunteers from prevailing wage law

3364.5 Persons performing voluntary services for school districts

PENAL CODE

290 Registration of sex offenders

290.4 Information re sex offenders

290.95 Disclosure by person required to register as sex offender

CODE OF REGULATIONS, TITLE 22

101170 Criminal record clearance

101216 Health screening, volunteers in child care centers

UNITED STATES CODE, TITLE 20

6319 Qualifications and duties of paraprofessionals, Title I programs

ATTORNEY GENERAL OPINIONS

62 Ops. Cal. Atty. Gen. 325 (1979)

COURT DECISIONS

Whisman Elementary School District, 15 Public Employee Reporter for California, 22043 (991) PERB

Decision No. 868

Management Resources:

NATIONAL PTA PUBLICATIONS

National Standards for Parent/Family Involvement Programs, 1997

Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs, 2000

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

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

U.S. Department of Education, Partnership for Family Involvement in Education: <http://pfie.ed.gov>

California Department of Justice, Megan's Law mapping: <http://www.meganslaw.ca.gov>

8.8.4

VOLUNTEER ASSISTANCE (continued)

Management Resources: (continued)

California Parent Teacher Association: <http://www.capta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National PTA: <http://www.pta.org>

California Partners in Education: <http://www.capie.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National Parent Teacher Association: <http://www.pta.org>

CDE: <http://www.cde.ca.gov>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.5

VOLUNTEER ASSISTANCE**Duties of Volunteers**

Volunteers may assist certificated personnel in the performance of their duties, in the supervision of students, and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code 45343, 45344, 45349)

(cf. 4222 - Teacher Aides/Paraprofessionals)

Volunteers may supervise students during lunch and/or breakfast periods or **other nutritional periods** or may serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. (Education Code 35021, 44814, 44815)

Volunteers may work on short-term facilities projects pursuant to Board of Trustees policy and the section below entitled **"Volunteer Facilities Projects."** ~~administrative regulation.~~

Qualifications of Volunteers

Volunteers providing supervision or instruction of students pursuant to Education Code 45349 shall give evidence of basic skills proficiency. (Education Code 45344.5, 45349)

(cf. 4212 - Appointment and Conditions of Employment)

~~A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a volunteer instructional aide or as a volunteer nonteaching aide under the direct supervision of a certificated employee. (Education Code 35021)~~

Any volunteer working with students in a district-sponsored student activity program shall obtain an Activity Supervisor Clearance Certificate or criminal background check in accordance with Board policy. The Superintendent or designee shall determine which volunteer positions in the district are subject to this requirement.

(cf. 4212.5 - Criminal Background Check)

"Student activity programs" include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. This requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

8.8.6

VOLUNTEER ASSISTANCE (continued)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 6145 - Extracurricular and Cocurricular Activities)

The Superintendent or designee shall not assign any person required to register as a sex offender pursuant to Penal Code 290 as a volunteer who assists certificated personnel in the performance of their duties; supervises students during lunch, breakfast, or other nutritional period; or serves as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

The Superintendent or designee may require all volunteers to disclose their status as a registered sex offender and/or provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site. ~~shall verify by reasonable means that persons serving as volunteer instructional aides and nonteaching volunteer aides are not required to register as a sex offender pursuant to Penal Code 290.~~

No volunteer shall be assigned to provide supervision or instruction of students unless he/she has submitted evidence of an examination within the past 60 days to determine that he/she is free of active tuberculosis. Volunteers who skin test negative shall thereafter be required to take a tuberculosis test every four years in accordance with Education Code 49406. (Education Code 45106, 45347, 45349, 49406)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

The Superintendent or designee may exempt from tuberculosis testing requirements those volunteers who serve less than a school year and whose functions do not require frequent or prolonged contact with students. (Education Code 49406)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and ~~shall~~ must be approved by the principal in advance. Projects ~~approved by the principal~~ shall also ~~shall~~ be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds

8.8.7

VOLUNTEER ASSISTANCE (continued)

2. Construction involving wall or roof penetration, drilling or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet, **playground equipment, benches, sprinkler systems, marquees or signs.**
7. **Paving** ~~Installation of playground equipment and benches~~
8. **Tree planting, pruning, or removal** ~~Installation of sprinkler systems~~
9. ~~Paving~~
10. ~~Installation of marquees and signs~~
11. ~~Tree planting, pruning or removal~~

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise appropriate to the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary. Projects shall be inspected upon completion to ensure that the work was done satisfactorily.

(cf. 3514 - Environmental Safety)

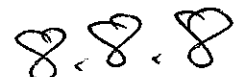
(cf. 3514.1 - Hazardous Substances)

(cf. 7111 - ~~Evaluating Existing Buildings~~)

(cf. 7140 - Architectural and Engineering Services)

Regulation
approved: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California



All Personnel

AR 4112.62(a)

4212.62

MAINTENANCE OF CRIMINAL OFFENDER RECORDS

4312.62

Maintenance of Criminal Offender Records

~~All information received from the Department of Justice is confidential. (Education Code 44830.1, 45125)~~

The Superintendent or designee shall ensure the criminal record background checks on employees or prospective employees are conducted through the Department of Justice (DOJ) and any Criminal Offender Record Information (CORI) received is maintained in accordance with law. ~~designate an employee as record custodian of all confidential fingerprint and criminal record history who shall be responsible for the administration of the information. Any questions regarding Criminal Offender Record Information shall be resolved by the record custodian.~~

(cf. 1240 - Volunteer Assistance)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4212.5 - Criminal Record Check)

To ensure its confidentiality, CORI shall be accessible only to the custodian of records and shall be kept in a locked file separate from other files. CORI shall be used only for the purpose for which it is requested and its contents shall not be disclosed or reproduced. (Education Code 44830.1, 45125)

~~Criminal Offender Record Information shall be accessible only to the record custodian and shall be kept in a locked file separate from other files. The contents of these records shall not be disclosed and shall not be reproduced. (Education Code 44830.1, 45125)~~

~~The record custodian shall be fingerprinted and processed through the California Department of Justice. He/she shall sign an Employee Statement Form, acknowledging an understanding of the laws regarding Criminal Offender Record Information.~~

~~These records shall be used only for the purpose for which they were requested.~~

Once Upon a hiring determination is made, the records shall be destroyed to the extent that the identity of the individual can no longer be reasonably ascertained. (Education Code 44830.1, 45125; 11 CCR 708)

Any unauthorized release or reproduction of any criminal offender record or other violation of this administrative regulation may result in suspension, dismissal and/or criminal or civil legal action. ~~prosecution.~~

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

8.8.9

MAINTENANCE OF CRIMINAL OFFENDER RECORDS (continued)

~~The record custodian shall ensure that the district complies with destruction, storage, dissemination, auditing, backgrounding and training requirements as set forth in 11 CCR 700-708 and the rules regarding use and security of these records as set forth in Penal Code 11077. (Education Code 44830.1, 45125)~~

Custodian of Records

The Superintendent shall designate an employee as custodian of records. Beginning July 1, 2011, any employee designated as custodian of records shall receive a criminal background check clearance from the DOJ prior to serving in that capacity. (Penal Code 11102.2)

The custodian of records shall sign and return to the DOJ the Employee Statement Form acknowledging an understanding of the laws prohibiting misuse of CORI. In addition, the custodian of records shall ensure that any individual with access to CORI has on file a signed Employee Statement Form.

The custodian of records shall be responsible for the security, storage, dissemination, and destruction of all CORI furnished to the district. He/she also shall serve as the primary contact for the DOJ for any related issues. (Penal Code 11102.2)

By March 1, 2012, and by March 1 of every year thereafter, the Superintendent or designee shall notify the DOJ of the district's designated custodian of records. In addition, the Superintendent or designee shall immediately notify the DOJ whenever a designated custodian of records ceases to serve in that capacity. (Penal Code 11102.2)

Interagency Agreements

The district shall submit an interagency agreement to the DOJ to establish authorization to submit and receive CORI on behalf of all participating districts. (Education Code 44830.2, 45125.01)

Upon receipt from the Department of Justice of a conviction of a serious or violent felony, the district shall communicate that fact to participating districts and shall remove the affected employee from the common list of persons eligible for employment. (Education Code 44830.2, 45125.01)

In addition, upon receipt from DOJ of criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the designated district shall give notice to the Superintendent of any participating district, or the person designated in writing by that Superintendent, that the report is available for inspection on a

AR 4112.62(c)
4212.62
4312.62

MAINTENANCE OF CRIMINAL OFFENDER RECORDS (continued)

confidential basis by the Superintendent or the written **authorized** designee. The report shall be made available at the office of the designated district for 30 days following the receipt of the notice. (Education Code 44830.2, 45125.01)

The designated district shall not release a copy of that information to any participating district or any other person. In addition, ~~the upon receipt from the DOJ of a criminal history record or report of subsequent arrest for any person on a common list of persons eligible for employment, the designated~~ district shall retain or dispose of the information in the manner specified in law and in this administrative regulation after all participating districts have had an opportunity to inspect it in accordance with law. (Education Code 44830.2, 45125.01)

The designated district shall maintain a record of all persons to whom the information has been shown. This record shall be available to the Department of Justice. (Education Code 44830.2, 45125.01)

~~The designated district shall submit an interagency agreement to the Department of Justice to establish authorization to submit and receive this information. (Education Code 44830.2, 45125.01)~~

Legal Reference: (see next page)

8.8.11

AR 4112.62(d)
4212.62
4312.62

MAINTENANCE OF CRIMINAL OFFENDER RECORDS (continued)

Legal Reference:

EDUCATION CODE

44332 Temporary certificate
44332.6 Criminal record check, county board of education
44346.1 Applicants for credential, conviction of a violent or serious felony
44830.1 Certificated employees, conviction of a violent or serious felony
44830.2 Interagency agreements
45122.1 Classified employees, conviction of a violent or serious felony
45125 Use of personal identification cards to ascertain conviction of crime
45125.01 Interagency agreements
45125.5 Automated records check
45126 Duty of Department of Justice to furnish information
49024 Activity Supervisor Clearance Certificates

PENAL CODE

667.5 Prior prison terms, enhancement of prison terms
1192.7 Plea bargaining limitation
11075-11081 Criminal record dissemination
11105 State criminal history information; furnishing to authorized persons
11105.3 Record of conviction involving sex crimes, drug crimes or crimes of violence; availability to employer for applicants for positions with supervisory or disciplinary power over minors
11140-11144 Furnishing of state criminal history information
13300-13305 Local summary criminal history information

CODE OF REGULATIONS, TITLE 11

700-708 Criminal offender record information

Management Resources:

WEB SITES

Office of the Attorney General, Department of Justice, Background Checks:
<http://www.ag.ca.gov/fingerprints>

Regulation
approved: September 4, 2007
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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.12

All Personnel

E 4112.62(a)

4212.62

MAINTENANCE OF CRIMINAL OFFENDER RECORDS

4312.62

**EMPLOYEE STATEMENT FORM
USE OF CRIMINAL JUSTICE INFORMATION**

As an employee/volunteer of Western Placer Unified School District, you may have access to confidential criminal record information which is controlled by **state and federal** statutes. Misuse of such information may adversely affect the individual's civil rights and violates **constitutional rights of privacy**. ~~the law~~. Penal Code 502 prescribes the penalties related to computer crimes. Penal Code 11105 and 13300 identify who has access to criminal history information and under what circumstances it may be **disseminated**. ~~released~~. Penal Code 11140-11144 and 13301-13305 prescribe penalties for misuse of criminal history information. Government Code 6200 prescribes the felony penalties for misuse of public records, and ~~CLETS (California Law Enforcement Telecommunication System) information~~. Penal Code 11142 and 13303 state:

"Any person authorized by law to receive a record or information obtained from a record who knowingly furnishes the record or information to a person not authorized by law to receive the record or information is guilty of a misdemeanor."

Civil Code 1798.53, Invasion of Privacy, states:

"Any person who intentionally discloses information, not otherwise public, which they know or should reasonably know was obtained from personal or confidential information maintained by a state agency or from records within a system of records maintained by a federal government agency, shall be subject to a civil action, for invasion of privacy, by the individual. "

CIVIL, CRIMINAL, AND ADMINISTRATIVE PENALTIES:

*Penal Code 11141: DOJ furnishing to unauthorized person (misdemeanor)

*Penal Code 11142: Authorized person furnishing to other (misdemeanor)

*Penal Code 11143: Unauthorized person in possession (misdemeanor)

*California Constitution, Article I, Section 1 (Right to Privacy)

* Civil Code 1798.53, Invasion of Privacy

*Title 18 USC 641, 1030, 1951, and 1952

Any employee who is responsible for such misuse may be subject to immediate dismissal. Violations of this law may also result in criminal and/or civil action.

**I HAVE READ THE ABOVE AND UNDERSTAND THE POLICY REGARDING
MISUSE OF CRIMINAL RECORD INFORMATION.**

Signature: _____

Date: _____

8.8.13

E 4112.62(b)
4212.62
4312.62

MAINTENANCE OF CRIMINAL OFFENDER RECORDS

Printed Name_____ **Title**_____

Name of District_____

PLEASE NOTE: Do not return this form to the DOJ. Your Custodian of Records should maintain these forms.

Exhibit
version: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.14

All Personnel

BP 4127(a)
4227
4327

TEMPORARY ATHLETIC TEAM COACHES

The Board of Trustees ~~desires to employ highly~~ recognizes the importance of qualified temporary athletic team coaches ~~to for the district's sports program and to the success of students in sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student activities.~~

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee may employ a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590) shall establish qualification criteria for all athletic coaches in accordance with law and with district standards and priorities. These criteria shall ensure that all coaches possess an appropriate level of competence, knowledge, and skill.

(cf. 4121 - Temporary/Substitute Personnel)

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified Any certificated teachers currently employed by the district who applies for a position as a temporary athletic team coach and who satisfies the qualification criteria established for the position shall first be offered the position. (Education Code 44919)

By December 31, 2008, all district coaches, including volunteer coaches, shall have completed a coaching education program that meets the standards developed by the California Interscholastic Federation (CIF). Coaches shall bear the expense of the program. (Education Code 49032)

All coaches shall be subject to Board policy and administrative regulation, as well as California Interscholastic Federation (CIF) bylaws and codes of ethical conduct.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.63 - Steroids)

Noncertificated coaches have no authority to give grades to students. (5 CCR 5591)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Volunteer Coaches

~~Volunteer athletic team coaches shall meet all the qualification criteria required of temporary athletic team coaches employed by the district.~~

8.8.15

TEMPORARY ATHLETIC TEAM COACHES

Qualifications

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess an appropriate level of competence, knowledge, and skill.

Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, possess an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing. (Education Code 49024)

An individual who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

(cf. 4212.5 - Criminal Record Check)

Legal Reference: (see next page)

8.8.16

TEMPORARY ATHLETIC TEAM COACHES (continued)

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics
44010 Sex offense
44011 Controlled substance offense
44332-44332.5 Temporary certificates
44424 Conviction of a crime
44808 Liability when students are not on school property
44919 Classification of temporary employees
45125.01 Interagency agreements for criminal record information
45347 Instructional aides subject to requirements for classified staff
45349 Use of volunteers to supervise or instruct students
49024 Activity Supervisor Clearance Certificate
49030-39033 Performance-enhancing substances
49406 Examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities of pupils
5590-5596 Duties of temporary athletic team coaches

COURT DECISIONS

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627
San Jose Teachers Association, CTA, NEA v. Barozzi, (1991) 230 Cal. App. 3d 1376

Management Resources:

CSBA PUBLICATIONS POLICY BRIEFS

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005
A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

Pursuing Victory with Honor, 1999

California Interscholastic Federation Constitution and Bylaws

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

CSBA: <http://www.csba.org>
California Athletic Trainers' Association: <http://www.ca-at.org>
California Department of Education: <http://www.cde.ca.gov>
California Interscholastic Federation: <http://www.cifstate.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
National Athletic Trainers' Association: <http://www.nata.org>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.17

TEMPORARY ATHLETIC TEAM COACHES

~~At the first regular Board of Trustees meeting or within 30 days after selection of a temporary athletic team coach, whichever is sooner, the Superintendent or designee shall certify to the Board that all temporary athletic team coaches meet the qualifications and competencies required by law. (5 CCR 5594)~~

~~Upon the recommendation of the Superintendent or designee, the Board shall certify to the State Board of Education, by April 1 of each year, that the district conforms with state requirements governing the employment of temporary athletic team coaches. (5 CCR 5594)~~

Competencies Qualifications

The Superintendent or designee shall **establish minimum qualification criteria for determine whether a temporary athletic team coach. These criteria shall include, is knowledgeable and but not necessarily be limited to, competencies in the following areas of:** (5 CCR 5593)

1. Care and prevention of athletic injuries, basic sports injury first aid, and emergency procedures, **as evidenced by one or more of the following:**

~~The Superintendent or designee shall establish qualifications in this competency area as evidenced by one or more of the following:~~

- a. Completion of a college-level course in the care and prevention of athletic injuries and possession of a valid cardiopulmonary resuscitation (CPR) card
- b. A valid sports injury certificate or first aid card, and a valid cardiopulmonary resuscitation (CPR) card
- c. A valid Emergency Medical Technician (EMT) I or II card
- d. A valid trainer's certification issued by the National or California Athletic Trainers' Association (NATA/CATA)
- e. **Possession of both valid CPR and first aid cards and practical experience under the supervision of an athletic coach or trainer or experience assisting in team athletic training and conditioning.** ~~and both valid CPR and first aid cards~~

2. **Coaching theory and techniques in the sport or game being coached, as evidenced by one or more of the following:**

~~The Superintendent or designee shall establish qualifications in coaching theory and techniques in the sport or game being coached as evidenced by one or more of the following:~~

8.8.18

TEMPORARY ATHLETIC TEAM COACHES (continued)

- a. Completion of a college course in coaching theory and techniques
- b. Completion of inservice programs arranged by a school district or county office of education
- c. Prior service as a student coach or assistant athletic coach in the sport or game being coached
- d. Prior coaching in community youth athletic programs in the sport being coached
- e. Prior participation in organized competitive athletics at high school level or above in the sport being coached

3. **Knowledge of the rules and regulations pertaining to the sport or game in the athletic activity being coached, the league rules, and, at the high school level, regulations of the California Interscholastic Federation (CIF)**

~~The Superintendent or designee shall establish knowledge of the rules and regulations pertaining to the sport or game being coached, the league rules and, at the high school level, regulations of the California Interscholastic Federation.~~

4. **Knowledge of child or adolescent psychology, whichever is as appropriate, as it relates to sport participation, as evidenced by one or more of the following: to the grade level of the involved activity**

- a. **Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions**
- b. **Completion of a seminar or workshop on human growth and development of youth**
- c. **Prior active involvement with youth in school or community sports program**

The Superintendent or designee may waive shall establish competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach until the competencies are met. (5 CCR 5593) in knowledge of

8.8.19

TEMPORARY ATHLETIC TEAM COACHES (continued)

child or adolescent psychology as it relates to sport participation as evidenced by one or more of the following:

- a. ~~Completion of a college-level course in child psychology for elementary school positions and adolescent or sports psychology for secondary school positions~~
- b. ~~Completion of a seminar or workshop on human growth and development of youth~~
- c. ~~Prior active involvement with youth in school or community sports program~~

~~The Superintendent or designee may waive competency requirements for persons enrolled in appropriate training courses leading to acquisition of the competency, provided such persons serve under the direct supervision of a fully qualified coach until the competencies are met. (5 CCR 5593)~~

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Governing Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

Volunteers who supervise or direct an athletic program shall meet the qualification criteria specified in 5 CCR 5593 required for temporary athletic team coaches employed by the district. Any volunteer who does not meet such criteria shall serve only under the supervision of a fully qualified coach and shall not be given charge of an athletic program.

(cf. 1240 - Volunteer Assistance)

Additional Qualifications of Competencies for Noncertificated Personnel and Volunteers

~~In addition to the qualifications competencies listed above, the Superintendent or designee shall determine that any noncertificated person employed or volunteer assigned as a temporary athletic team coach shall: (5 CCR 5592)~~

TEMPORARY ATHLETIC TEAM COACHES (continued)

1. ~~Is~~**Be** free from tuberculosis and any other contagious disease that would prohibit certificated teachers from teaching, as verified by a written statement, renewable every four years, from a licensed physician or other person approved by the district.

(cf. 4112.4/4212.4/4312.4 – Health Examinations)

2. Has Not **have** been convicted of any offense referred to in Education Code 44010, 44011 or 44424, or any offense involving moral turpitude or evidencing unfitness to associate with children.

~~Noncertificated coaches have no authority to give grades to students. (5 CCR 5591)~~

Any noncertificated employee or volunteer assigned as a temporary athletic team coach shall obtain an Activity Supervisor Clearance Certificate or a criminal background check in accordance with Board policy. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)

(cf. 4212.5 - Criminal Record Check)

High School Coaching Education Program

Each high school athletic team coach or volunteer coach shall complete, at his/her expense, a coaching education program that meets the standards developed by the CIF. A high school coach who has completed the education program in another California school district shall be deemed to have met the requirement for this district. (Education Code 49032)

An individual who has not completed the education program may be assigned as a coach for no longer than one season of interscholastic competition. (Education Code 49032)

Code of Ethical Conduct

Employees providing supervisory or instructional services in interscholastic athletic programs and activities shall: (5 CCR 5596)

1. Show respect for players, officials and other coaches
2. Respect the integrity and judgment of game officials
3. Establish and model fair play, sportsmanship and proper conduct

8.8.21

TEMPORARY ATHLETIC TEAM COACHES (continued)

4. Establish player safety and welfare as the highest priority
5. Provide proper supervision of students at all times
6. Use discretion when providing constructive criticism and when reprimanding players
7. Maintain consistency in requiring all players to adhere to the established rules and standards of the game
8. Properly instruct players in the safe use of equipment
9. Avoid exerting undue influence on a student's decision to enroll in an athletic program at any public or private postsecondary educational institution
10. Avoid exerting undue influence on students to take lighter academic course(s) in order to be eligible to participate in athletics
11. Avoid suggesting, providing or encouraging any athlete to use nonprescriptive drugs, anabolic steroids or any substance to increase physical development or performance that is not approved by the U.S. Food and Drug Administration, U.S. Surgeon General or the American Medical Association

(cf. 5131.63 – Steroids)

12. Avoid recruitment of athletes from other schools
13. Follow the rules of behavior and the procedures for crowd control as established by the Board and the league in which the district participates

Regulation
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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.22

AWARDS AND RECOGNITION

~~The Board of Trustees believes the district's employees are its most valuable values its instructional and noninstructional staff and desires to resource and encourages recognition of the their outstanding services in order to increase employee moral and encourage creative and innovative performance. they provide. The Superintendent or designee may issue service pins, certificates, plaques or other mementos in accordance with Board policy and administrative regulations.~~

(cf. 1150 - Commendations and Awards)
(cf. 3300 - Expenditures/Expending Authority)

The Board encourages recognition of all staff during days of significance designated by the Board, state law, or state resolution.

(cf. 6115 - Ceremonies and Observances)

The Board authorizes awards to employees who: (Education Code 44015)

1. Propose procedures or ideas **that result in** ~~which eliminat~~ing or ~~reduc~~ing district expenditures or ~~improvin~~g district operations
2. Perform special acts or services in the public interest
3. By their superior accomplishments, make exceptional contributions to the efficiency, economy, or other improvement in district operations

As the district budget permits, the Superintendent or designee may recognize such employees by issuing service pins, certificates, plaques, and/or other mementos. In addition, he/she may recommend employees to the Board for recognition at a public Board meeting.

(cf. 3100 - Budget)
(cf. 3300 - Expenditures and Purchases)

The Superintendent or designee shall **establish procedures for the selection of** ~~recommen~~d individuals **employees to receive the Board for** such awards.

~~The Superintendent or designee shall establish regulations governing employee awards. may appoint one or more merit award committees consisting of Board members, district employees, and/or private citizens to review employee contributions and recommend awards.~~

Legal Reference: (see next page)

8.8.23

BP 4156.2(b)
4256.2
4356.2

AWARDS AND RECOGNITION (continued)

Monetary awards to employees shall not exceed \$200 unless expressly approved by the Board. (Education Code 44015)

*(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)*

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards
35160.1 Broad authority of school districts
35161 Powers and duties generally
37222.10 Days of significance, including Day of the Teacher
44015 Awards to employees
45460 Classified School Employee Week

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: The Board's Relationship to District Staff, 2008

WEB SITES

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

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Policy
adopted: September 4, 2007
revised:

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

8.8.24

All Personnel

BP 4157(a)
4257
4357

EMPLOYEE SAFETY

The Board of Trustees is committed to maximizing employee safety and believes that **workplace** safety is every employee's responsibility. Working conditions and equipment shall ~~be maintained in compliance~~ **comply** with standards prescribed by federal, state and local laws and regulations.

(cf. 0450 - Comprehensive Safety Plan)

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Board expects all employees to use safe work practices and, to **the extent possible**, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall promote safety and correct any unsafe work practices through education, ~~training~~ and enforcement.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code 6401.7)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4158/4258/4358 - Employee Security)

The Superintendent or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

~~The Board shall ensure that the Superintendent or designee provides eye protective devices as specified in law and administrative regulation.~~

No employee shall be discharged or discriminated against for making complaints, instituting proceedings or testifying with regard to employee safety or health, or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7. (Labor Code 6310)

Legal Reference: (see next page)

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EMPLOYEE SAFETY (continued)

Legal Reference:

EDUCATION CODE

32066 *Safety: public and private institutions*

LABOR CODE

6305 *Occupational safety and health standards; special order*

6310 *Retaliation for filing complaint prohibited*

6401.7 *Injury prevention programs*

6400-6413.5 *Responsibilities and duties of employers and employees*

CODE OF REGULATIONS, TITLE 8

3203 *Injury and illness prevention program*

5095-5100 *Control of noise exposure*

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.95 *Noise standards*

Management Resources:

CAL/OSHA PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, revised April 1998

DHHS PUBLICATIONS

Preventing Occupational Hearing Loss - A Practical Guide, June 1996, Department of Health and Human Services (National Institute for Occupational Safety and Health)

WEB SITES

OSHA: <http://www.osha.gov>

Cal/OSHA: http://www.dir.ca.gov/occupational_safety.html

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Institute for Occupational Safety and Health: <http://www.cdc.gov/niosh>

National Hearing Conservation Association: <http://www.hearingconservation.org>

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EMPLOYEE SAFETY

The Superintendent or designee shall provide **and implement** safety devices, safeguards, methods, and processes ~~for staff~~ that are reasonably adequate to render the employment and place of employment safe **and healthful**. (Labor Code 6401)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4157.2/4257.2/4357.2 - Ergonomics)

(cf. 4161.11/4361.11 - Industrial Accident/Illness Leave)

(cf. 4261.1 - Industrial Accident/Illness Leave)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury **and illness** prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.
2. A system for ensuring that employees comply with safe and healthful work practices, which may include but not be limited to:
 - a. Recognition of employees who follow safe and healthful work practices

(cf. 4156.2/4256.2/4356.2 - Awards and Recognition)

- b. Training and retraining programs
 - c. Disciplinary actions

(cf. 4117.4 - Dismissal)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4118 - Suspension/Disciplinary Action)

3. A system for communicating with employees, in a form readily understandable by all employees, on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. This **communications** system may include but not be limited to:
 - a. Meetings

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EMPLOYEE SAFETY (continued)

- b. Training programs
 - c. Posting
 - d. Written communications
 - e. A system of anonymous notification by employees about hazards
 - f. A labor/management safety and health committee
4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:
- a. Whenever introducing into the workplace new substances, processes, procedures or equipment that represent a new occupational safety or health hazard
 - b. Whenever the district is made aware of a new or previously unrecognized hazard

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)

5. A procedure for investigating occupational injury or illness.
6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices and work procedures in a timely manner based on the severity of the hazard when observed or discovered.

When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. **Provision of Training and instruction as follows:**
- a. To all new employees
 - b. To all employees given new job assignments for which training has not previously been received

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EMPLOYEE SAFETY (continued)

- c. Whenever new substances, processes, procedures or equipment are introduced into the workplace and represent a new hazard
- d. Whenever the district is made aware of a new or previously unrecognized hazard
- e. To **supervisors**, to familiarize ~~supervisors~~ **them** with the safety and health hazards to which employees under their immediate direction and control may be exposed

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~Records of the steps taken to implement and maintain the injury and illness prevention program shall be kept in accordance with 8 CCR 3203.~~

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.
2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by California Department of Industrial Relations' Division of Occupational Safety and Health Cal/OSHA upon request. These records shall be maintained for at least one year.
3. Review results of the periodic, scheduled worksite inspections.
4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.
5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.
6. Submit recommendations to assist in the evaluation of employee safety suggestions

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EMPLOYEE SAFETY (continued)

7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA

Hearing Protection

~~When information indicates that any employee's exposure to noise may equal or exceed an eight hour average sound level of 85 decibels, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations. (8 CCR 5097, 29 CFR 1910.95)~~

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

~~Such activities include, but are not limited to, the following: (Education Code 32031)~~

1. ~~Working with hot molten metal~~
2. ~~Milling, sawing, turning, shaping, cutting, grinding and stamping of any solid materials~~
3. ~~Heat treating, tempering, or kiln firing of any metal or other materials~~
4. ~~Gas or electric arc welding~~
5. ~~Repair or servicing of any vehicles, machinery or equipment~~
6. ~~Working with hot liquids or solids or with chemicals which are flammable, toxic, corrosive to living tissues, irritating, strongly sensitizing, radioactive, or which generate pressure through heat, decomposition, or other means~~

~~(cf. 5142 - Safety)~~

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EMPLOYEE SAFETY (continued)

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a workplace is not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.
2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.

(cf. 5141.6 - School Health Services)

3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

SCHOOL CALENDAR

For each school, the Superintendent or designee shall recommend to the Board of Trustees shall adopt a calendar that for each school that will meets the requirements of law as well as the needs of the community, students and staff the work year as negotiated with the district's organizations(s). As appropriate, the Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support the district's goals for student achievement for represented personnel.

(cf. 0200 - Goals for the School District)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Each school calendar shall show the beginning and ending school dates, legal and local holidays, **staff development days**, orientation meeting days, minimum days, vacation periods, and other pertinent dates.

(cf. 6112 - School Day)
(cf. 6115 - Ceremonies and Observances)
(cf. 6117 - Year-Round Schedules)
(cf. 6177 - Summer School)

The district shall offer 180 days of instruction per school year, **unless the district and employee organization(s) have negotiated to reduce the days of instruction in any school year through 2012-13 pursuant to the authorization in Education Code 42605.**

(cf. 1431 - Waivers)

Staff development days shall not be counted as instructional days.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Notification of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

If a school will be used as a polling place on an election day, the Board shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and nonclassified staff. (Elections Code 12283)

(cf. 1400 - Relations Between Governmental Agencies and the Schools)
(cf. 5113 - Absences and Excuses)

Legal Reference: (see next page)

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SCHOOL CALENDAR (continued)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37220-37223 Holidays

37252-37253.5 Summer school

37300-37307 Year-Round School Demonstration Project

37600-37672 Continuous school programs: year-round schools, especially:

37618 School calendar

37700-37713 Four-day week

41422 Schools not maintained for 175 days

41530-41532 Professional Development Block Grant

46200-46206 Incentives for longer instructional day and year

46300 Method of computing ADA

48980 Notice at beginning of term

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

44579-44579.6 Instructional Time and Staff Development Reform Program

ELECTIONS CODE

12283 School closures, election days

COURT DECISIONS

Butt v. State of California, (1992) 4 Cal 4th 668

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

Davis Joint Unified School District, (1984) PERB Decision No. 474

Management Resources:

WEB SITES

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

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

California Public Employment Relations Board: <http://www.perb.ca.gov>

Secretary of State's Office: <http://www.ss.ca.gov>

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