

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

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Joyce Lopes, Assistant Superintendent of Business Services

STUDENT ENROLLMENT

School	2010 CBEDS	12/01/11	12/01/11
Sheridan School (K-5)	84	79	78
First Street School (K-5)	449	462	454
Carlin C. Coppin Elementary (K-5)	420	411	428
Creekside Oaks Elementary (K-5)	620	616	632
Twelve Bridges Elementary (K-5)	716	661	672
Foskett Ranch Elementary (K-5)	543	534	559
Lincoln Crossing Elementary (K-5)	612	630	633
Glen Edwards Middle (6-8)	699	688	704
Twelve Bridges Middle School (6-8)	832	811	816
Lincoln High School (9-12)	1,496	1,442	1,467
Phoenix High School (10-12)	80	67	70
PCOE Home School	0	0	0
TOTAL:	6,551	6,526	6,513

State Preschool

First & L Street 22 A.M. /24 P.M.
Carlin Coppin 24 A.M.

Pre-K/Special Ed

Foskett 12
FSS PPPIP 51

Adult Education 257

First-5 Program

First Street 20 A.M. /20 P.M.
Sheridan 18 A.M. /18 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 10, 2012, 7:00 P.M.
LINCOLN HIGH SCHOOL – Performing Arts Building
790 J Street, Lincoln, CA 95648

AGENDA

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.

6:00 P.M. START

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

6:05 P.M.

2. **CLOSED SESSION** – Lincoln High School – Main Office
 - 2.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 11-12 L
 - 2.2 **CONFERENCE WITH LEGAL COUNCIL – EXISTING LITIGATION**
Placer County Case No. SCV0029632
 - 2.3 **PERSONNEL**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Public Employee Discipline/Dismissal/Release
 - 2.4 **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
 - 2.5 **INTERDISTRICT ATTENDANCE APPEAL**
Interdistrict Request Appeal 11/12 - 38

7:00 P.M.

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Lincoln High School Performing Arts Building
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
 - 3.1 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 11-12 L

January 10, 2012

Agenda

3.2 CONFERENCE WITH LEGAL COUNCIL – EXISTING LITIGATION
Placer County Case No. SCV0029632

3.3 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Public Employee Discipline/Dismissal/Release

3.4 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

3.5 INTERDISTRICT ATTENDANCE APPEAL
Interdistrict Request Appeal 11/12 - 38

4. CONSENT AGENDA

NOTICE TO THE PUBLIC

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

- 4.1 Approval of Meeting Minutes for:
 - December 13, 2011 Regular Board of Trustee Meeting
 - 4.2 Approval of Warrants
 - 4.3 Classified Personnel Report
 - 4.4 Certificated Personnel Report
 - 4.5 Approve Student Discipline/Stipulated Expulsion for students 11-12 K, 11-12 M.
 - 4.6 Approve contract between Western Placer Unified School District and School Facilities Consultants for Preparation of School Fee Justification Report and School Facility Needs Analysis.
 - 4.7 Approve Farm Foundation Letter
- Roll call vote:*

5. COMMUNICATION FROM THE PUBLIC

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

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Isabella Franco
- 6.2 Western Placer Teacher's Association – Mike Agrippino
- 6.3 Western Placer Classified Employee Association – Mike Kimbrough
- 6.4 Superintendent - Scott Leaman

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

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

7.1 Action EARLY ASSESSMENT PROGRAM (EAP) MOU WITH SIERRA COLLEGE FOR EAP MATH CURRICULUM DEVELOPMENT PROJECT - Boyle (11-12 G & O Component I, II, III, V, IV)

- Western Placer Unified School District is participating with other area high school and unified districts, Sierra College, and California State University Sacramento in a program designed to align pre-college assessments, high school and college courses, and academic preparation to ensure student preparation for direct entry into college level credit courses in the areas of mathematics and English/Language Arts after high school graduation. Based on results of the Early Assessment Program (EAP) testing during their junior STAR testing, students receive either a “Pass” or a “Not Pass” in English Language Arts, and a “Pass”, a “Conditional “Pass” or a “Not Pass” in Mathematics – indicating readiness for college-credit classes.

7.2 Action COMPREHENSIVE SAFE SCHOOL PLANS - Boyle (11-12 G & O Component I, II, III, V, IV)

- California Education Code Sections 32280 – 32288 requires all schools to have a comprehensive School Safety 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 goals for School Climate and for the Physical Environment.

7.3 Action LOCAL EDUCATIONAL AREA PLAN (LEAP) - Boyle (11-12 G & O Component I, II, III, V, IV)

- In May, 2002, the California State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California’s commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: ALL students achieving proficiency in reading and mathematics by 2012-14; English Learners become proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

7.4 Action SUPERINTENDENT CONTRACT EXTENSION - Leaman (11-12 G & O Component I, II, III, V, IV)

- Based on the positive performance evaluation by the Board, the following contract extension is being forwarded to the Board: Superintendent - one year extension to June 30, 2015.

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

January 10, 2012

Agenda

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

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- January 24, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School, Performing Arts Theater
- February 7, 2012 7:00 P.M., Regular Meeting of the Board of Trustees, Lincoln High School, Performing Arts Theater
- February 21, 2012 7:00 P.M., Regular Meeting of the Board of Trustees, Phoenix High School

10. ADJOURNMENT

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

Posted: 010612

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

Western Placer Unified School District

CLOSED SESSION AGENDA

Place: Lincoln High School – High School Office

Date: Tuesday, January 10, 2012

Time: 6:05 P.M.

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

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

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Student Discipline
Expulsion Student #11-12 L

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Michael Doherty
District Hearing Officer

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Student 11-12 L

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.

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SUBJECT:

Conference with Legal Counsel-
Existing Litigation

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Ryan Davis
Director, Human Services



ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

N/A

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation of Placer County Court Case No. SCV0029632.

RECOMMENDATION:

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

2.2

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

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

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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:

Board of Trustees

ENCLOSURES:

No

DEPARTMENT:

Ryan Davis
Director of Human Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 10, 2012

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.

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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

Joyce Lopes, Assistant Superintendent
of Business Services

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 10, 2012

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:

Interdistrict Appeal

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 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will discuss disclose any action taken in closed session regarding the following transfer appeals:

- Interdistrict Request Appeal 11/12 - 38

ADMINISTRATION RECOMMENDATION:

Disclose any action taken.

wp/rk/factform

2.5

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

SUBJECT:

Approval of Minutes:

- December 13, 2011 -
Regular Board Meeting

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

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

- December 13, 2011 – Regular Board Meeting

RECOMMENDATION:

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

Western Placer Unified School District
Annual Organizational Meeting of the Board of Trustees
December 13, 2011, 7:00 P.M.
LINCOLN HIGH SCHOOL – Library
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.

MEMBERS PRESENT:

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

OTHERS PRESENT:

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Joyce Lopes, Assistant Superintendent of Business Services
Ryan Davis, Director of Personnel Services
Rosemary Knutson, Secretary to the Superintendent
Isabella Franco, LHS Student Representative
Stephanie Dumm, Lincoln News Messenger

6:30 P.M. START

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

6:35 P.M.

2. **CLOSED SESSION** – Lincoln High School – Main Office

2.1 PERSONNEL

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Public Employee Discipline/Dismissal/Release

2.2 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

2.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Superintendent

4.1.1

7:00 P.M.

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

3.1 **PERSONNEL**
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Public Employee Discipline/Dismissal/Release

No action taken

3.2 **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

No action taken

3.3 **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
Superintendent

Mr. Carras reviewed the superintendent evaluation process, and asked the board for their comments:

Mr. Long stated it's been a wonderful year

Mr. Haley expressed he liked the way Scott maintained focus during this time, and how he continues to keep the trust of employees.

Mr. Armitage expressed his appreciation for the help and guidance provided, as well as keeping the board informed.

Mrs. Wyatt ditto what Damian said, and shared she likes the open door policy.

Mr. Carras shared his observance of Scott over the past year, and the improvements that have been made, along with the relationships during these budget times.

Mr. Carras was pleased to announce Scott's over all score was 4.83.

Mr. Leaman asked to share some remarks. He thanked everyone involved for making this a wonderful place to work.

4. **REORGANIZATION OF THE BOARD OF TRUSTEES**

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

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

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

41.2

Motion by Mr. Long, seconded by Mr. Haley and passed by a 5-0 vote to nominate Damian Armitage for President.

Motion by Mr. Armitage, seconded by Mr. Long passed by a 5-0 vote to nominate Kris Wyatt for Vice President.

Motion by Mr. Long, seconded by Mrs. Wyatt and passed by a 5-0 vote to nominate Brian Haley for Clerk.

4.2 Appoint a Secretary to the Board

~According to Board Bylaw 9122, the Superintendent shall act as Secretary of the Governing Board.

Mr. Leaman was appointed as Secretary of the Board, as per the Board of Trustees request.

4.3 Authorization of Signatures

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

Motion by Mr. Armitage, seconded by Mrs. Wyatt, and passed by a 5-0 vote to accept the list of authorized signers.

4.4 Develop a Schedule of Regular Meetings for the Year

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

Motion by Mrs. Wyatt, seconded by Mr. Armitage, and passed by a 5-0 vote to approve the board calendar of meetings.

4.5 Appoint Committee Assignments

~The Board of Trustees will discuss committee assignments.

The Board of Trustees assigned themselves to the following committees.

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

5. CONSENT AGENDA

5.1 Approval of Meeting Minutes for:

- November 1, & 15, 2011 Regular Board of Trustee Meeting

41.3

December 13, 2011

Minutes

- 5.2 Approval of Warrants
- 5.3 Classified Personnel Report
- 5.4 Certificated Personnel Report
- 5.5 Approve Re-entry of Discipline/Expulsion for Students #10-11 L, 10-11 N, & 11-12 H.
- 5.6 Approve revisions to Placer County SELPA Local Plan.
- 5.7 Approve Williams Uniform Quarterly Complaint Report.

Ryan Davis requested 5.3 be pulled from the consent agenda, and a revised copy was presented to the board for approval. Motion by Mr. Long, seconded by Mr. Carras, and passed by a 5-0 roll call vote to approve the consent agenda, with the revision to 5.3. Roll call vote: Long Haley, Wyatt, Carras, Armitage

6A. COMMUNICATION FROM THE PUBLIC

LHS FFA students requested to give an update on the FFA Program.

- Clayton Tyler, talked about the recent activities that FFA has been doing
- Tyler Newberry reported they helped at the local farm bureau dinner, talked to community members, and hosted a blood drive on October 4th.
- Alex Aldridge reported School farm classes are going well, and there are a lot of hands on experience involved. Mr. Foxworthy has moved his history class out to the farm, biology class has learned to process market hogs. Mr. Hess has started writing a monthly newsletter.
- Trevor Peterson reported he attended a public speaking contest on October 4th, 2 LHS students received outstanding awards, the farm took 40 students, 30 people spoke, and 10 did writing prompt. Trevor attended the Annual FFA convention in Indianapolis. FFA students presented the each Board of Trustee with a Holiday picture card.

6. REPORTS & COMMUNICATION

- 6.1 Lincoln High School, Student Advisory – Isabella Franco reported the following:
 - 2nd trimester has started
 - LHS band performed in the Christmas parade
 - Had a motivational speaker on “Community of Care”, to help build respect amongst students.
 - LHS performed at the capital
 - Collected food for a Lions canned food drive
 - Boys and Girls basketball has started
 - Wrestling tournament this weekend
- 6.2 Western Placer Teacher’s Association – Mike Agrippino had no report
- 6.3 Western Placer Classified Employee Association – Mike Kimbrough – Mike corrected a statement Mr. Carras made regarding layoffs.
- 6.4 Superintendent - Scott Leaman
 - Spoke about his visits to classrooms
 - Budget committee ended their work regarding recommendations
 - District office will be closed the week after Christmas

4.1.4

- Due to Budget cuts, the district office hours will change during the week of Christmas.

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

7.1 Information **ATTENDANCE GOALS UPDATE** - Boyle (11-12 G & O Component I, II, III, V, IV)

- The District and school sites have set goals for improved attendance, both to support increased student learning and to increase ADA revenues. Using average baseline attendance percentages for the last three years by site and for the District as a whole, a goal to increase attendance by .5% set by each site and by the District. For Phoenix High School, which as a continuation high school has a different attendance reporting mechanism, credits completed are compared to credits available to be earned during each reporting period. Phoenix High School chose a 5% increase in credits earned as their goal. To date, all sites are meeting their attendance goals, as is the District. The District average three-year attendance baseline was 95%, with a goal of 95.59%; our attendance rate to date is 96.40%. Specific information relative to each site is attached.

Mary reported attendance is up this year, and reviewed site attendance data. She also shared the District Assistance Survey that will be going out.

7.2 Action **DISTRICT VOTING REPRESENTATIVE** - Leaman (10-11 G & O Component 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.

Mr. Carras agreed to be a voting representative on the Placer county Committee. Motion by Mr. Long, seconded by Mr. Haley, and passed by a 5-0 vote to appoint Mr. Carras to the Placer County Committee as a voting representative.

7.3 Action **FIRST INTERIM REPORT** - Lopes (10-11 G & O Component 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).

In certifying the 2011-12 First Interim report as positive, the Board confirms its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

Joyce Lopes reported on the trigger reductions announced today:

- School transportation funding will be cut
- K-12 apportionments will only cut 79.6 million
- Reduces WPUSD RL cut from \$190 to \$13 per ADA
- Lose 720K basic Aid Charter Funds

Joyce reviewed the State economic conditions, and changes from the state adopted budget which includes:

- State has a \$3.7 billion budget shortfall
- Mid-year "trigger" cuts will be implemented

41.5

- Enrollment is flat
- Updated property tax decline from 4% to 3.1%

She also reviewed the following:

- Budget Assumptions – Expenditures
- Major Revenue Changes to Fund Balance since adopted budget
- Major Expenditure Changes to Fund Balance since Adopted Budget
- State Budget vs. First Interim
- Multiple Year Projections
- Components of Fund Balance
- Cash Flow
- 2011-12 Budget Reductions
- Budget Committee Timeline
- Next Steps -
 - Continue to watch for activity from the state
 - Attend Governor's Proposed Budget workshop in January
 - Trigger reductions will be finalized on February 1st.
 - Budget assumptions updated in March
 - Will likely reduce budget cuts for 2013-14 by \$700k
 - Budget reductions for 2012-13 targeted at \$5.7 million

After some discussion there was a motion by Mr. Haley, seconded by Mr. Long and passed by 5-0 vote to approve the 2011-12 First Interim.

7.4 Information **2011-12 BUDGET COMMITTEE UPDATE - Lopes (10-11 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.

Joyce Lopes reported there were 450 budget recommendations submitted, and 250 were voted on. She reviewed the timeline and the voting process. Votes came in November and have been tallied. The initial budget reductions will come before the board in January. We will continue to watch the state. A revised budget will come before the board in January.

Mr. Leaman shared his appreciation to the budget committee who work diligently on the committee, and reported administration will meet with group representatives to discuss budget cuts.

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

4.1.6

- Lincoln Crossing Elementary South/Facilities Update

8.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Long thanked Damian for taking the President position, and stepping up to the place, especially during budget cut times.

Mr. Haley shared he also appreciates Damian for taking the President's position.

Mrs. Wyatt spoke about the speaker that Lincoln High School had, she felt he brought good ideas to the students, now we need to carry on. We need to look at having the high school work with elementary schools. She thanked the Community Foundation for donating \$1,000.00 to help provide the speaker. Appreciated seeing the band at the parade, and helped serve hot dogs at Lincoln Crossing.

Mr. Armitage attending City Schools Committees, where funding was discussed, traffic conditions, and the library. He encouraged everyone to please watch out for the children at school sites. He also attended the County meeting, where Glen Vineyard was reelected to serve on the county committee.

Mr. Carras thanked the board and the Superintendent for the recognition award he received at the Placer County Board of Trustee Dinner. He also thanked the board for allowing him to serve as President for the past 4 years.

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ January 10, 2012 7:00 P.M., Regular Meeting of the Board of Trustees, Lincoln High School, Performing Arts Theater

➤ January 24, 2012 7:00 P.M., Regular Meeting of the Board of Trustee, Lincoln High School, Performing Arts Theater

10. ADJOURNMENT

There being no further business the meeting was adjourned at 8:15

Damian Armitage, Board President

Brian Haley, Clerk

4.1.7

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

4.1.8

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Warrants

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Joyce Lopes
Assistant Superintendent of Business Services

ENCLOSURES:

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

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the December 13, 2011 board meeting.

RECOMMENDATION:

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

Checks Dated 12/21/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85225196	12/21/2011	CROWN DISTRIBUTING INC.	13-4710		1,126.13
85225197	12/21/2011	ED JONES FOOD SERVICE	13-4710		5,973.75
85225198	12/21/2011	PIZZA GUYS	13-4710		1,009.50
85225199	12/21/2011	VENDMART OF SACRAMENTO	13-4710		725.84
85225200	12/21/2011	Karen A. Roberts	01-4300		8.57
85225201	12/21/2011	BANK OF AMERICA #3024	01-4300		335.85
85225202	12/21/2011	CALTRONICS BUSINESS SYSTEMS	01-5600		213.65
85225203	12/21/2011	CROWN AWARDS	01-4300	24.92	
			Unpaid Sales Tax	1.01-	23.91
85225204	12/21/2011	DELL	01-4300		25.23
85225205	12/21/2011	DEMCO MEDIA	01-4300		66.41
85225206	12/21/2011	DISCOUNT MAGAZINE SUB SERVICE	01-4300		164.65
85225207	12/21/2011	KAREN GEDIG BURNETT DBA GR PUBLISHING	01-5800		550.00
85225208	12/21/2011	LINGUI SYSTEMS INC	01-4300	270.91	
			Unpaid Sales Tax	18.31-	252.60
85225209	12/21/2011	NORTHERN ENERGY	01-4300		301.53
85225210	12/21/2011	OFFICE DEPOT	01-4300		420.05
85225211	12/21/2011	PAPER DIRECT INC	01-4300	129.87	
			Unpaid Sales Tax	7.97-	121.90
85225212	12/21/2011	POSITIVE PROMOTIONS	01-4300	62.15	
			Unpaid Sales Tax	3.25-	58.90
85225213	12/21/2011	RAY MORGAN CO. / CHICO	01-4300		284.70
85225214	12/21/2011	RISO PRODUCTS OF SAC INC	01-4300		753.38
85225215	12/21/2011	TCHOUKBALL INC	01-4300	659.12	
			Unpaid Sales Tax	37.12-	622.00
85225216	12/21/2011	WOODHAMS ENTERPRISES INC DBA AMERICAN PACIFIC PROMOTIONS	01-4300		597.93
85225217	12/21/2011	Sabrina Marquez	01-5800		300.00
85225218	12/21/2011	Jeffrey T. Dardis	13-4300	405.18	
			13-4710	17.63	
			13-5200	206.86	629.67
85225219	12/21/2011	Tammy J. Forrest	01-4300		105.00
85225220	12/21/2011	Joyce Lopes	21-5800		30.00
85225221	12/21/2011	Lauren M. Quinn	01-4300	13.74	
			01-5200	68.27	82.01
85225222	12/21/2011	Kerry J. Shurson	01-5200	270.81	425.00
85225223	12/21/2011	Heather D. Steer	01-5800	18.31-	150.00
85225224	12/21/2011	Eli M. Turner	01-5200		409.03
85225225	12/21/2011	Gordon L. West	01-5200		168.17
85225226	12/21/2011	ALAN S BROOKS	40-6290	168.87	770.00
85225227	12/21/2011	AMERIPRIDE SERVICES INC	01-4300	1.01-	58.30
85225228	12/21/2011	AT&T	01-5560	4,160.67	
			11-5560	31.18-	
			12-5560	29.97	
			13-5560	100.71	
			21-5560	676.46	4,398.99
85225229	12/21/2011	CA DEPARTMENT OF EDUCATION	01-5804	37.12-	3,994.48

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 12/21/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85225230	12/21/2011	CALTRONICS BUSINESS SYSTEMS	01-5800		219.00
85225231	12/21/2011	CAPITOL ENGINEERING LAB, INC.	40-6150		230.00
85225232	12/21/2011	EMISSIONS RETROFIT GROUP	01-6400		14,201.02
85225233	12/21/2011	ETS EDUCATION TESTING SERVICE	01-5800		1,412.24
85225234	12/21/2011	GRAINGER	01-4300		161.35
85225235	12/21/2011	K S TELECOM INC	01-4400		5,700.00
85225236	12/21/2011	LANDMARK CONSTRUCTION	40-6270		88,806.52
85225237	12/21/2011	LINCOLN ACE HARDWARE/MAINT	01-4300		142.29
85225238	12/21/2011	MCGRAW-HILL	01-4100		2,404.65
85225239	12/21/2011	PACIFIC GAS & ELECTRIC CO	01-5510		5,097.65
85225240	12/21/2011	PITNEY BOWES CREDIT CORP	01-5600		731.00
85225241	12/21/2011	PURCHASE POWER	01-4300		4,040.00
85225242	12/21/2011	RAY MORGAN/US BANK EQUIPMENT	01-5600	155.90	
		FINANCE SERVICES			
			01-7438	359.15	
			01-7439	83.85	598.90
85225243	12/21/2011	RECOLOGY FMRLY AUBURN	01-5540		805.00
		PLACER DISPOSAL			
85225244	12/21/2011	SCHOOL INNOVATIONS & ADVOCACY INC.	01-5800		15,500.00
85225245	12/21/2011	SIERRA OFFICE SUPPLIES &	01-4300		170.48
85225246	12/21/2011	SUTTER MEDICAL FOUNDATION	01-5800		135.00
85225247	12/21/2011	WAVE DIVISION HOLDINGS	01-5560		6,850.00
Total Number of Checks			52		172,362.23

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	43	72,890.16
11	Adult Education Fund	1	31.18
12	Child Development Fund	1	29.97
13	Cafeteria Fund	6	9,565.60
21	Building Fund #1	2	106.46
40	Spec Res For Capital Outlay	3	89,806.52
Total Number of Checks		52	172,429.89
Less Unpaid Sales Tax Liability			67.66
Net (Check Amount)			172,362.23

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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ReqPay12a

Board Report

Checks Dated 12/16/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85224245	12/16/2011	"DANIELSEN COMPANY, THE"	13-4380	315.25	
			13-4710	3,082.50	
			Unpaid Sales Tax	11.74	3,386.01
85224246	12/16/2011	CROWN DISTRIBUTING INC.	13-4710		692.43
85224247	12/16/2011	ED JONES FOOD SERVICE	13-4710		5,000.57
85224248	12/16/2011	MILLERS CITRUS GROVE	13-4710		400.00
85224249	12/16/2011	PIZZA GUYS	13-4710		1,292.10
85224250	12/16/2011	PROPACIFIC FRESH	13-4710		430.95
85224251	12/16/2011	SARA LEE	13-4710		496.01
85224252	12/16/2011	SYSCO SACRAMENTO	13-4380	450.35	
			13-4710	2,424.25	2,874.60
85224253	12/16/2011	VENDMART OF SACRAMENTO	13-4710		1,654.68
85224254	12/16/2011	CHRISSY SPAIN	13-4710		90.60
85224255	12/16/2011	DEBBIE MCKINNON	13-4710		8.60
85224256	12/16/2011	HEATHER SORENSEN	13-4710		28.70
85224257	12/16/2011	Debra D. Azar	01-4300		30.00
85224258	12/16/2011	Stacy L. Barsdale	01-4300		116.27
85224259	12/16/2011	Eileen F. Binning	01-5200		13.32
85224260	12/16/2011	Tiffany I. Butler	01-4300		30.95
85224261	12/16/2011	Leah M. Contaxis	01-5200		49.40
85224262	12/16/2011	Tammy J. Forrest	01-4300	71.33	
			01-5800	74.00	145.33
85224263	12/16/2011	Diane M. Metzelaar	01-4300	516.25	5.94
85224264	12/16/2011	Lisa C. Olmo	01-4300	3,032.50	92.97
85224265	12/16/2011	Lana M. Parr	01-4300	11.74	186.95
85224266	12/16/2011	Bonnie L. Pellow	01-5200		114.99
85224267	12/16/2011	Mary Lou Resendes	01-4300		213.67
85224268	12/16/2011	Nancyann M. Rowell	01-5200		118.77
85224269	12/16/2011	Rachel A. Scontriano	01-5200		106.56
85224270	12/16/2011	A-Z BUS SALES INC	01-4365		243.07
85224271	12/16/2011	ATLAS PEN & PENCIL CORP.	01-4300		115.08
85224272	12/16/2011	AUDIOLINKS	01-4300	112.18	
			Unpaid Sales Tax	7.10	105.08
85224273	12/16/2011	CAMBIUM LEARNING GROUP	01-5800		5,000.00
85224274	12/16/2011	CLASSROOM DIRECT.COM	01-4300		165.69
85224275	12/16/2011	DECISIONINSTIE LLC	21-5800		5,330.96
85224276	12/16/2011	DEMCO MEDIA	01-4300		107.79
85224277	12/16/2011	EMPIRE MINE STATE HISTORIC PK	01-5800		60.00
85224278	12/16/2011	HAWKINS OFFICIATING SERVICE	01-5800		420.00
85224279	12/16/2011	IMCO INDUSTRIAL MINERALS CO.	01-4300		162.81
85224280	12/16/2011	INKJET SUPERSTORE.COM	01-4300		98.49
85224281	12/16/2011	JOHN CARTER DBA CARTER JOHN PRODUCTIONS	12-5800		160.00
85224282	12/16/2011	K S TELECOM INC	01-5800		20,875.00
85224283	12/16/2011	LAKESHORE LEARNING MATERIALS	01-4300	139.39	
			12-4300	1,037.33	1,176.72
85224284	12/16/2011	LEARNING FOR LIVING	01-4300		2,500.00

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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Checks Dated 12/16/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85224285	12/16/2011	LINCOLN NEWS MESSENGER	01-4300		26.00
85224286	12/16/2011	MPS INC	01-4300		3,500.00
85224287	12/16/2011	OFFICE DEPOT	01-4300		347.09
85224288	12/16/2011	ORIENTAL TRADING COMPANY INC	01-4300	112.73	
			Unpaid Sales Tax	6.74-	105.99
85224289	12/16/2011	PCOE	01-4300		35.00
85224290	12/16/2011	PITNEY BOWES CREDIT CORP	01-5600		118.56
85224291	12/16/2011	RAY MORGAN CO. / CHICO	01-4300	133.35	
			01-4400	675.62	808.97
85224292	12/16/2011	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-4300		135.00
85224293	12/16/2011	S'COOL MOVES	01-4300		174.70
85224294	12/16/2011	SACRAMENTO MACHINERY COMPANY	01-4300	291.35	
			01-4400	433.44	724.79
85224295	12/16/2011	SAFEWAY INC	01-4300		87.17
85224296	12/16/2011	SAN DIEGO CO OFFICE OF EDUC	01-5800		175.00
85224297	12/16/2011	SCHOCK PROOF SHIPPING	01-4300	360.88	
			Unpaid Sales Tax	21.40-	339.48
85224298	12/16/2011	SCHOLASTIC BOOKS	12-4300		91.65
85224299	12/16/2011	SCHOOL SPECIALTY INC	01-4300		20.26
85224300	12/16/2011	Schools Insurance Group	01-3701		873.28
85224301	12/16/2011	SIERRA HAY & FEED	01-4300		115.49
85224302	12/16/2011	SPORTS ILLUSTRATED FOR KIDS	01-4300		20.00
85224303	12/16/2011	STAPLES ADVANTAGE	01-4300	2,442.44	
			11-4300	980.59	3,423.03
85224304	12/16/2011	STAR EDUCATION	01-5800	112.00	3,500.00
85224305	12/16/2011	US ACADEMIC DECATHALON	01-4300	6.74-	15.00
85224306	12/16/2011	US BANK BUSINESS EQUIPMENT	01-5600		507.00
85224307	12/16/2011	VERIZON WIRELESS	01-4300		456.12
85224308	12/16/2011	WAVE BROADBAND	01-4300	138.00	55.95
85224309	12/16/2011	WOODHAMS ENTERPRISES INC DBA AMERICAN PACIFIC PROMOTIONS	01-4300	675.62	511.44
85224310	12/16/2011	ZOO-PHONICS	12-4100		703.39
85224311	12/16/2011	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85224312	12/16/2011	AIRGAS	01-5830	261.25	15.30
85224313	12/16/2011	BACK TO LIFE AUTOMOTIVE	01-5800	430.00	380.00
85224314	12/16/2011	BUS WEST - FRESNO	01-4365		1,499.93
85224315	12/16/2011	CAPITOL CLUTCH AND BRAKE INC	01-4365		178.49
85224316	12/16/2011	CITY OF LINCOLN / PG&E REIMB	01-5510	380.00	2,252.61
85224317	12/16/2011	COSTCO	01-4300	51.40-	73.65
85224318	12/16/2011	DAWSON OIL COMPANY	01-4345	6,099.14	
			01-4350	10,786.46	16,885.60
85224319	12/16/2011	DIVERSE NETWORK ASSOCIATES	01-5800		739.92
85224320	12/16/2011	EMISSIONS RETROFIT GROUP	01-6400		71,005.10
85224321	12/16/2011	GRAINGER	01-4300		1,426.47
85224322	12/16/2011	LAW OFFICE OF ELLIS COLEMAN	01-5810	2,460.00	460.00
85224323	12/16/2011	LOWE'S	01-4300	718.76	

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 12/16/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85224323	12/16/2011	LOWE'S	40-4300	17,399.85	18,118.61
85224324	12/16/2011	MISSION UNIFORM SERVICE INC	01-4300	89.88	
			01-5800	1,504.45	1,594.33
85224325	12/16/2011	ODYSSEYWARE	01-4300		3,250.00
85224326	12/16/2011	PACIFIC GAS & ELECTRIC CO	01-5510		49,461.14
85224327	12/16/2011	PJ'S MAIL & PARCEL SERVICE	01-5800		40.00
85224328	12/16/2011	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		4,560.40
85224329	12/16/2011	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		7,835.09
85224330	12/16/2011	RIEBES AUTO PARTS	01-4365	1,059.42	
			01-5830	514.52	1,573.94
85224331	12/16/2011	SAC VAL JANITORIAL SALES	01-4300		107.68
85224332	12/16/2011	SIERRA OFFICE SUPPLIES &	01-4300		128.77
85224333	12/16/2011	SPURR	01-5530		5,605.78
85224334	12/16/2011	UNIVERSAL SPECIALTIES, INC.	01-4300		197.91
85224335	12/16/2011	VERIZON WIRELESS	01-5560	973.98	
			13-5560	53.18	
			21-5560	52.68	1,079.84
85224336	12/16/2011	WESTERN BLUE AN NWN COMPANY	01-4400		16,827.00
85224337	12/16/2011	WILLIAM F. ROSELLE DBA BILL ROSELLE COMMUNICATIONS	01-5600		289.79
85224338	12/16/2011	WILSON WAY TIRE CO. INC.	01-4340	17,380.29	
			01-4360	719.66	
			01-4365	29.73	770.22
85224339	12/16/2011	BERNIE MULCAHY	49-8699		1,006.19
Total Number of Checks			95		279,553.18

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	78	236,417.35
11	Adult Education Fund	1	980.59
12	Child Development Fund	4	1,992.37
13	Cafeteria Fund	13	16,420.17
21	Building Fund #1	2	5,383.64
40	Spec Res For Capital Outlay	1	17,399.85
49	Mello Roos Capital Projects	1	1,006.19
Total Number of Checks		95	279,600.16
Less Unpaid Sales Tax Liability			46.98
Net (Check Amount)			279,553.18

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 12/09/2011					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85222578	12/09/2011	Michael J. Doherty	01-4100	285.09	
			01-4300	283.10	568.19
85222579	12/09/2011	Rosie A. Kirkland	01-5200		15.04
85222580	12/09/2011	Kris A. Knutson	12-4300		108.12
85222581	12/09/2011	Joe E. Ross	01-5200		269.06
85222582	12/09/2011	Heather D. Steer	01-5200		31.31
85222583	12/09/2011	Lori A. Wilder	01-4300		165.78
85222584	12/09/2011	Charles W. Youtsey	01-5200		38.85
85222585	12/09/2011	ALAN S BROOKS	01-5800	2,485.00	
			40-6290	350.00	2,835.00
85222586	12/09/2011	ALDAR ACADEMY	01-5800		1,079.84
85222587	12/09/2011	BRIGHT BEGINNINGS THERAPY INC	01-5800		2,000.00
85222588	12/09/2011	BUREAU OF EDUCATION & RESEARCH	01-5200		229.00
85222589	12/09/2011	BURKETT'S OFFICE	01-4300		228.34
85222590	12/09/2011	CA ODYSSEY OF THE MIND INC	01-4300		130.00
85222591	12/09/2011	CALLIE BILLINGS	01-4300		1,031.20
85222592	12/09/2011	CETPA -CA EDUCATIONAL TECH ASC	01-5200		505.00
85222593	12/09/2011	DANIEL W. GRIFFEN DBA DANG ELECTRIC	01-4400	1,652.06	
			Unpaid Sales Tax	67.06-	1,585.00
85222594	12/09/2011	DELTA EDUCATION INC	01-4300		44.52
85222595	12/09/2011	DISCOUNT SCHOOL SUPPLY	01-4300		177.27
85222596	12/09/2011	DON'T TREAD ON ME REPTILE REMOVAL	01-5800	200.00	1,400.00
85222597	12/09/2011	ENTEK CONSULTING GROUP INC	01-5200	200.00	185.00
85222598	12/09/2011	FOLLETT LIBRARY RESOURCES	01-4300		320.75
85222599	12/09/2011	GARY DOUPNIK MANUFACTURING INC	35-6274		5,356.00
85222600	12/09/2011	GLEN EDWARDS MIDDLE SCHOOL	01-4300		40.00
85222601	12/09/2011	JANE JOHNSON	01-5800		6,483.75
85222602	12/09/2011	LAGUNA PHYSICAL THERAPY & HAND REHABILITATION	01-5800		209.00
85222603	12/09/2011	LEARNING SOLUTIONS INC	01-5800	4,000.00	4,913.83
85222604	12/09/2011	LRP PUBLICATIONS	01-4300	390.25	8.00
			Unpaid Sales Tax	5.35-	84.90
85222605	12/09/2011	MARCHER COVINGTON ARCHITECTS	21-5800	287.50	2,000.00
			35-6210	805.00	2,000.00
			40-6210	3,220.00	4,312.50
85222606	12/09/2011	MEDICAB OF SACRAMENTO/SIERRA	01-5800		2,409.30
85222607	12/09/2011	OFFICE DEPOT	01-4300		44.25
85222608	12/09/2011	ORIENTAL TRADING COMPANY INC	01-4300	1,279.65	1,190.13
			Unpaid Sales Tax	89.52-	1,190.13
85222609	12/09/2011	PACIFIC NEON COMPANY	35-4400		1,179.23
85222610	12/09/2011	PCOE	01-4300	37.00	35.00
85222611	12/09/2011	PLACER LEARNING CENTER	01-5800		24,152.58
85222612	12/09/2011	PORTABLE FACILITIES LEASING	21-6200		88,200.00
85222613	12/09/2011	POSTMASTER / SPECIAL ED.	01-4300		88.00
85222614	12/09/2011	RAY MORGAN CO. / CHICO	01-4300	774.21	
			01-5800	705.78	1,479.99

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 12/09/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85222615	12/09/2011	RED SCHOOLHOUSE SOFTWARE	01-5800		22,275.00
85222616	12/09/2011	SAC VAL JANITORIAL SALES	35-4300	83.66	
			40-4300	419.52	503.18
85222617	12/09/2011	SAFEWAY INC	01-4300		171.84
85222618	12/09/2011	SCHOLASTIC BOOK CLUBS	01-4300		111.00
85222619	12/09/2011	SERVPRO OF AUBURN/ROCKLIN	01-5800		8,350.50
85222620	12/09/2011	SIERRA OFFICE SUPPLIES &	01-4300		279.31
85222621	12/09/2011	SPEECH & LANGUAGE THERAPY	01-5800		95.00
85222622	12/09/2011	SPORTIME FITNESS & SPORT	01-4300		81.29
85222623	12/09/2011	SURVEILLANCE SYSTEM INT	01-5600		723.22
85222624	12/09/2011	TARGET BANK	01-4300		6.10
85222625	12/09/2011	THEATREWORKS/USA BOX OFFICE	01-5800		1,096.50
85222626	12/09/2011	TROXELL COMMUNICATIONS	01-4300	331.62	
			01-4400	2,832.26	3,163.88
85222627	12/09/2011	U.S. SCHOOL SUPPLY	01-4300	75.43	
			Unpaid Sales Tax	4.38-	71.05
85222628	12/09/2011	WAYNE P LUKINS CONSTRUCTION	40-5800		3,884.93
85222629	12/09/2011	WESTERN BLUE AN NWN COMPANY	01-4300		363.22
85222630	12/09/2011	"DANIELSEN COMPANY, THE"	13-4380	403.61	
			13-4710	3,958.34	
			Unpaid Sales Tax	10.24-	4,351.71
85222631	12/09/2011	CROWN DISTRIBUTING INC.	13-4710		848.39
85222632	12/09/2011	D & P CREAMERY	13-4300		8,201.77
85222633	12/09/2011	ED JONES FOOD SERVICE	13-4710		5,113.23
85222634	12/09/2011	MISSION UNIFORM SERVICE INC	13-4300		568.36
85222635	12/09/2011	PIZZA GUYS	13-4710		2,346.91
85222636	12/09/2011	PROPACIFIC FRESH	13-4710		264.20
85222637	12/09/2011	SARA LEE	13-4710		512.04
85222638	12/09/2011	VENDMART OF SACRAMENTO	13-4710		1,101.99
Total Number of Checks			61		217,610.35

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	45	90,574.10
12	Child Development Fund	1	108.12
13	Cafeteria Fund	9	23,318.84
21	Building Fund #1	2	88,487.50
35	Schools Facilities (Prop 1A)	4	7,423.89
40	Spec Res For Capital Outlay	4	7,874.45
Total Number of Checks		61	217,786.90
Less Unpaid Sales Tax Liability			176.55-
Net (Check Amount)			217,610.35

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 12/07/2011

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85221746	12/07/2011	ALERT SERVICES INC	01-4300		33.03
85221747	12/07/2011	LAKESHORE LEARNING MATERIALS	01-4300		300.31
85221748	12/07/2011	OFFICE DEPOT	01-4300		79.92
85221749	12/07/2011	RAY MORGAN CO. / CHICO	01-4300		88.39
85221750	12/07/2011	SCHOOL OUTFITTERS.COM	01-4300	51.44	
			Unpaid Sales Tax	3.47-	47.97
85221751	12/07/2011	STAPLES ADVANTAGE	01-4300		2,554.03
85221752	12/07/2011	SURVEILLANCE SYSTEM INT	01-4400		3,485.22
85221753	12/07/2011	TOLEDO P.E. SUPPLY	01-4300	77.63	
			Unpaid Sales Tax	4.60-	73.03
85221754	12/07/2011	TROXELL COMMUNICATIONS	01-4300	37.57	
			01-4400	320.86	358.43
85221755	12/07/2011	WESTERN BLUE AN NWN COMPANY	01-4300		460.10
Total Number of Checks			10		<u>7,480.43</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	10	7,488.50
	Total Number of Checks	10	7,488.50
	Less Unpaid Sales Tax Liability		8.07-
	Net (Check Amount)		<u>7,480.43</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.

ESCAPE ONLINE

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4.28

**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 10, 2012

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 10, 2012

CLASSIFIED/MANAGEMENT

NEW HIRES

- | | | |
|----|--|-------------------------------|
| 1. | Name: Carol Royal | Effective: 1/3/12 |
| | Position: Intervention Serv. Provider | Site: Carlin C. Coppin |
| | Salary: CSEA, Range 20, Step B | Funding: Categorical |
| | Hours: 3.75 Hours/5 days a week | Replacement Position |
| | Days: 10 Months/Year | |

TRANSFERS

- | | | |
|----|----------------------------------|------------------------------------|
| 1. | Name: Berlinda Johnson | Effective: 12/7/12 |
| | Position: Campus/Café Sup | Site: Twelve Bridges Middle |
| | Hours: 2 Hours/Day | Replacement Position |
| | Days: 10 Months/Year | |

ADDITIONAL TIME

- | | | |
|----|---|------------------------------------|
| 1. | Name: Carol Cummings | Effective: 10/4/12 |
| | Position: Food Service Lead | Site: Twelve Bridges Middle |
| | Hours: From 6 Hours/Day to 6.5 Hours/Day | |
| | Days: 10 Months/Year | |
| 2. | Name: Tanja Devol | Effective: 1/3/12 |
| | Position: Food Service Asst. | Site: Twelve Bridges Middle |
| | Hours: From 2.75 Hours/Day to 3.25 Hours/Day | |
| | Days: 10 Months/Year | |
| 3. | Name: Jamie Dowler | Effective: 1/3/12 |
| | Position: Food Service Asst. | Site: Twelve Bridges Middle |
| | Hours: From 2 Hours/Day to 2.75 Hours/Day | |
| | Days: 10 Months/Year | |

4.3.1

RESIGNATIONS

1. **Name:** Faith Biagini
 Position: Campus/Café Supervisor (2 part-time positions)
 Site: Twelve Bridges Middle
 Hours: 2 Hours/Day
 Effective: 1/20/12

2. **Name:** Brenda Reyes-Diaz
 Position: Campus/Café Supervisor
 Site: Lincoln Crossing Elementary
 Hours: 1.66 Hours/Day
 Effective: 12/16/11

3. **Name:** Tamara Smith
 Position: Preschool Instructor
 Site: Little School House (1st and L St.)
 Hours: 3 Hours/Day
 Effective: 12/16/11

4,3,2

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

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

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:

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 10, 2012

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.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

January 10, 2012

CERTIFICATED/MANAGEMENT

NEW HIRES FOR 2011/2012 SCHOOL YEAR

1. Christy Aday, Elementary Music Teacher .30 FTE, Lincoln Crossing Elementary/Creekside Oaks Elementary.

INTERIM STATUS CHANGE

1. Elise Martinez
Previous Employment Status: School Psychologist
New Employment Status: Interim Special Education Program Specialist
Effective: 1/9/2012 to 6/30/12

REQUEST FOR LEAVE OF ABSENCE

1. Elise Martinez, School Psychologist
Reason: To fill the Interim Special Education Program Specialist position from 1/9/12 to 6/30/12.

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**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:

Student Discipline

Stipulated Expulsion Student(s): #11-12 K
#11-12 M

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Doherty
District Hearing Officer

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in
Regards to the stipulated expulsion of Student(s): #11-12 K
#11-12 M

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

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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:

Approve Contract between Western Placer Unified
School District and School Facilities Consultants
For Preparation of School Fee Justification Report
And School Facility Needs analysis

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Joyce Lopes, Assistant Superintendent
Business Services Department

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Developer Fees

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

Under Government Code Section 65995 school districts are able to levy developer fees with the provisions that a bi-annual School Facility Fee Justification Report be complete in order to uphold the need for the State of California established Stirling Fees (Level I) for residential and commercial development within the district boundaries. In addition, a district can approve an annual School Facility Needs Analysis (SFNA) that will calculate the residential fee based on actual district needs (Level II). This proposed contract is for services to assist staff in compiling the information and preparing the required reports for Board adoption.

RECOMMENDATION:

Board of Trustees approve item and allow District staff to enter into contract with School Facility Consultants for preparation of required reports to continue collecting appropriate developer fees.

4.5

This document represents an agreement between the **Western Placer Unified School District**, herein referred to as the Client, and School Facility Consultants, herein referred to as the Contractor.

For the remuneration stipulated, the Contractor shall prepare:

- A School Facility Fee Justification Report that will document the impact of residential and commercial/industrial development on school facility needs and will enable the District to levy developer fees up to the maximum amount authorized by Government Code Section 65995 (Level I fees).
- A School Facility Needs Analysis (SFNA) that will calculate the developer fees the District is authorized to collect on residential development pursuant to Government Code Sections 65995.5 - 65995.7 (Level II and Level III fees).

For the service above, the Client shall pay the Contractor the sum of \$7,000 upon completion of the report.

The fee shall cover all reasonable expenses incurred in Sacramento by the Contractor on behalf of the Client. The fee shall cover one visit to the Client and any related expenses. Pre-approved extraordinary expenses such as additional requested meetings, presentations, special maps, or additional work after delivery of the final draft will be billed in 15 minute increments in accordance with the rate schedule outlined below plus actual expenses incurred.

Hourly Rate Schedule

Principal	\$195 per hour
Director	\$185 per hour
Senior Consultant	\$180 per hour
Consultant	\$160 per hour
Research Analyst	\$135 per hour
Administrative Support	\$ 80 per hour

The Client shall be responsible for reviewing and verifying all data included in documents, forms and reports prepared by the Contractor on behalf of the Client. The Client shall be responsible for meeting any certification requirements and for consulting legal counsel as related to the preparation and submittal of documents, forms and reports.

The Contractor shall function as an independent contractor without authority to obligate the Client for any indebtedness or other commitments without the approval of the Client. The Contractor will accurately and fairly represent the Client's position.

The terms of the agreement shall remain in force unless mutually amended. The agreement may be terminated by either party upon 30 days written notice.

School Facility Consultants

Matthew Pettler

Vice President

Date: _____

Western Placer Unified School District

Authorized Signature

Date: _____

4,5.2

**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:

Farm Foundation Letter

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

District office

FINANCIAL INPUT/SOURCE:

Farm Reserve

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached letter from the Farm Foundation was received by the district superintendent concerning the Farm Reserve.

RECOMMENDATION:

This is an information item.

4.7

**Lincoln High School
FARM FOUNDATION**

730 J Street
Lincoln, CA 95648
(916) 645-6360

December 30, 2011

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

Dear Mr. Leaman:

Thank you for providing the Lincoln High School Farm Foundation with a District budget update at their last meeting on November 17, 2011. That report identified the possibility of moving the \$750,000 school farm endowment from its current farm (special) reserve status to the District's general reserve. This endowment was specifically set aside for the farm from the sale of the mitigation rights, for the facilitation of repairs and maintenance of that property, as well as for any future responsibilities for that property. It was not intended to be used for the District's general reserve fund.

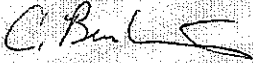
Considering the current budget temptation for the Western Placer Unified School District Board of Trustees to move the \$750,000 school farm endowment from its current farm (special) reserve status to the District's general reserve, the Farm Foundation members made two motions at their November 17, 2011 meeting:

1. Oppose moving the \$750,000 school farm endowment from its current farm (special) reserve status to the District's general reserve. **Passed unanimously.** Further discussion included consideration of placing the endowment funds in a special trust fund for further protection.
2. If the Board of Trustees does take action to move the \$750,000 school farm endowment from its current farm (special) reserve status to the District's general reserve, the action include a statement that the funds will be returned to the farm (special) reserve status at the earliest feasible time. **Passed unanimously.**

4.7.1

Thank you for keeping the Farm Foundation informed of potential District budget decisions that can have an affect on the Lincoln High School Farm and its sustainability. We appreciate the opportunity to make recommendations regarding the school farm to the WPUSD Board of Trustees through your office.

Sincerely,



Ben Wing, President

Lincoln High School Farm Foundation and
Agricultural Advisory Committee

cc: Lincoln High School Farm Foundation members

4.7.2

INFORMATION

DISCUSSION

ACTION

ITEMS

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Early Assessment Program (EAP)
MOU with Sierra College for EAP Math Curriculum
Development Project

AGENDA ITEM AREA:

Action

REQUESTED BY:

Mary Boyle
Deputy Superintendent Educational Services

ENCLOSURES:

Attached

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

None – grant funded

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

Western Placer Unified School District is participating with other area high school and unified districts, Sierra Community College, and California State University Sacramento in a program designed to align pre-college assessments, high school and college courses, and academic preparation to ensure student preparation for direct entry into college level credit courses in the areas of mathematics and English/Language Arts after high school graduation. Based on results of the Early Assessment Program (EAP) testing during their junior STAR testing, students receive either a "Pass" or a "Not Pass" in English Language Arts, and a "Pass", a "Conditional Pass" or a "Not Pass" in Mathematics – indicating readiness for college-credit classes. For students who receive anything less than a "Pass" on the EAP, further coursework and/or testing is required before students may enter into credit-bearing college courses at either Sierra Community College or California State University Sacramento. WPUSD is participating in a Mathematics Curriculum Development Project to write a Senior Math Experience course, which would fulfill the preparatory requirements for students receiving an EAP "Conditional Pass" in Mathematics, allowing them direct entry into higher credit-bearing Sierra College mathematics courses. Costs of this project will be invoiced to Sierra College, paid by a grant the college has received.

RECOMMENDATION:

Approve MOU with Sierra College for Mathematics Curriculum Development Project.

7.1



SIERRA JOINT COMMUNITY COLLEGE DISTRICT

5000 Rocklin Road, Rocklin, CA 95677

MEMORANDUM OF UNDERSTANDING

BETWEEN

SIERRA COLLEGE

AND

WESTERN PLACER UNIFIED SCHOOL DISTRICT

FOR THE

**EARLY ASSESSMENT PROGRAM MATHEMATICS
CURRICULUM DEVELOPMENT PROJECT**

1. This Memorandum of Understanding MOU is entered by and between Sierra Joint Community College District, hereinafter referred to as "College", and Western Placer Unified School District, hereinafter referred to as "District" for services related to the Early Assessment Program Mathematics Curriculum Development Project as specified below:

2. BACKGROUND.

College received a grant from the California Community Colleges Chancellor's Office to develop curriculum for a course to be offered at area high schools for students who receive a "conditional pass" score on the math portion of the Early Assessment Program.

3. PURPOSE.

The purpose of this MOU is to define the roles and responsibilities of the parties in expanding upon an 8 week course written and taught during 2010-2011 to create the curriculum for a 16 week course to be taught at area high schools. Students who satisfactorily complete this course would:

- A. Receive College credit (non-transferable)
- B. Be exempt from the College's math placement exam (Accuplacer)
- C. Receive placement into College-level math courses such as College Algebra and Trigonometry

4. COMMON OBJECTIVE.

The parties to this MOU have the common overall objectives of offering a mathematics course in the senior year for "conditional pass" EAP students. The course will be developed by teachers and faculty from all 3 segments CSU, Sierra College and K12 high school teachers so as to articulate and achieve the learning objectives needed by each of the entities.

5. RESPONSIBILITIES OF COLLEGE.

College agrees to perform the following activities and provide the following resources:

- A. Provide overall directive and leadership for grant project
- B. Account for funds received and expenditure of such funds using generally accepted accounting procedures
- C. Support instructors in curriculum development
- D. Secure authorization for appropriate course placement in college-level classes
- E. Secure authorization for the awarding of college-level credit (non-transferable)

7.1.1

6. RESPONSIBILITIES OF DISTRICT.

District agrees to perform the following activities and provide the following resources:

A. Support teacher participation in curriculum development:

1. To attend (5) one-day course articulation sessions
2. To attend (5) two hour meetings for additional discussion and assignments
3. To complete other outside work assignments as necessary to complete the curriculum development

B. Provide District representation at bi-monthly EAP Math Project Steering Committee meetings

7. TERM OF MOU.

The term of this MOU shall commence on October 1, 2011 and terminate on March 31, 2012, unless otherwise terminated in accordance with this MOU. See Appendix A for grant timeline.

8. TERMINATION.

This MOU may be terminated, without cause, by either party upon thirty (30) days written notice of termination to the other party. Notice of termination shall be sent or otherwise delivered to the person signing this MOU.

9. PAYMENT.

College shall pay District the sum not to exceed \$750 as compensation for teacher participation in the 5 course articulation sessions plus a stipend of \$750 payable for attending (5) 2 hour meetings and completing outside associated work assignments set forth in section 6.A of this MOU.

Send invoices by hard copy or as an email attachment to:

Karen Mahoney
Student Services
Sierra College
5000 Rocklin Road
Rocklin, CA 95677
kmahoney@sierracollege.edu

10. GENERAL PROVISIONS

A. AMENDMENTS. This MOU may be amended or modified upon the request of either party. Any changes, modifications, revisions or amendments to this MOU which are mutually agreed upon by and between the parties to this MOU shall be incorporated by written instrument, signed and dated by both parties.

B. FUNDS UNAVAILABLE. This MOU may be terminated immediately if funds become unavailable for the support of the program for which the services are provided. In the event termination is pursuant to this paragraph, a notice specifying reason for termination shall be sent as soon as possible after the termination in accordance with the procedures set forth in Paragraph 9 of this MOU.

C. INDEMNIFICATION. To the fullest extent permitted by law, Sierra College shall defend, indemnify, and hold harmless District, its trustees, officers, agents, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the Early Assessment Program Mathematics Curriculum Development Project, its agents, employees, or subcontractors in the performance of this MOU.

D. ENTIRETY OF AGREEMENT. This MOU contains the entire agreement and understanding between the parties and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

E. APPLICABLE LAW. This MOU shall be construed in accordance with and governed by the laws of the State of California. The parties shall have all remedies available by law or in equity.

7.1.2

F. RESOLUTION OF DISPUTES. The parties to this MOU agree to resolve any disputes between the parties concerning responsibilities under or performance of any of the terms of this MOU.

G. SEVERABILITY. If any term, provision, covenant, or condition of this MOU is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the MOU shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

H. TERMS AND CONDITIONS. The parties to this MOU acknowledge that they have read and understood this MOU completely, and will fully comply with all terms and conditions of this MOU set forth herein.

IN WITNESS WHEREOF, the parties to this MOU have executed this MOU by their duly authorized representatives on the dates of their signatures.

SIERRA COLLEGE

By: Kerri Hester
(Signature of person authorized to execute Agreement.)

Name: Kerri Hester

Title: Director of Finance

Address: 5000 Rocklin Rd; Rocklin CA 95677-4530

Phone No.: (916) 660-7603

Date: 12-15-11

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: Mary Boyle
(Signature of person authorized to execute Agreement.)

Name: Deputy Supt, WPUUSD

Title: Mary Boyle

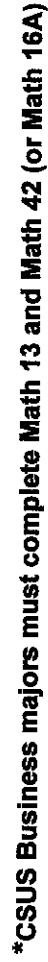
Address: 600 6th St., Suite 400 Lincoln

Phone No.: 916-645-6350 95648

Date: 11/4/11

Sierra College/CSUS/K12 Regional EAP Math Project 2011/2012 Objectives & Timeline		
What	Who	When
Identify Curriculum Development Team	High School Instructors (7)	October 21, 2011
	1) NUHSD – Kelley Molitor	
	2) PUHSD – Jeanne Villeneuve	
	3) RUSD – Janice Stadler	
	4) RJUHSD – Jennifer Snapp	
	5) RJUHSD – Matt Parr	
	6) TTUSD – Jim Jackson	
	7) WPUSD – Ellen Byron	
	PCOE: Chrissy Poulsen – Co-facilitator	
	SC: 1) Maile Barron – Co-facilitator	
	2) Rebecca Kyler	
	CSUS: Ravin Pan	
Project launch meeting: Identify and schedule 5 release days; confirm scope of work; make member assignments	Curriculum Development Team	October 27, 2011 4:30-6:00 PCOE Auburn
Confirm and schedule bi-monthly Math Project Steering Committee meetings via CCC Confer or in person	Mandy Davies – Project Director	October - March 2 nd and 4 th Wednesdays, 4:00-5:00 beginning October 26, 2011; 10/26-3/28 CCC Confer
	1) NUHSD – Marianne Cartan	
	2) PUHSD – Jeff Tooker	
	3) RUSD – Linda Rooney	
	4) RJUHSD – John Montgomery	
	5) TTHSD – David Curry	
	6) WPUSD – Mary Boyle	
	PCOE - Chrissy Poulsen	
	SC - Maile Barron, Mandy Davies, Heather Roberts, Karen Mahoney	
	CSUS - Joy Salvetti, Ravin Pan	
Write curriculum	Curriculum Development Team	November 1 – February 29
Complete 2+2 articulation process with Sierra College	Maile Barron, Tracy Shields, Sierra College Math department	January – March 2012
Determine course equivalency with CSUS	Joy Salvetti, Ravin Pan	January - March 2012
Determine clearance and credit process for students who complete new course	Mandy Davies	November – April 2012
Grant Completion Deadline		March 31, 2012
Schedule pilot classes in high schools	High School District liaisons	Fall 2012

DRAFT



**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 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

California Education Code Sections 32280 – 32288 requires all schools to have a comprehensive School Safety 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 goals for School Climate and for the Physical Environment.

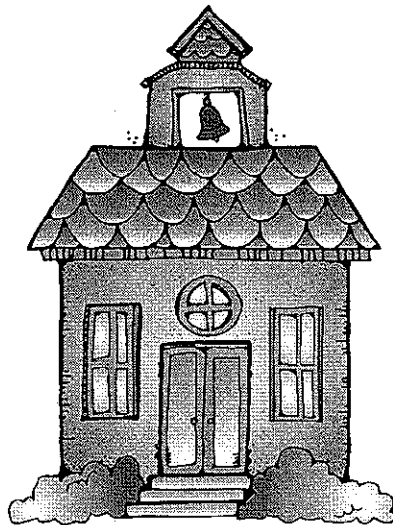
Each of the eleven schools in Western Placer Unified School District has such a comprehensive plan which has been written, reviewed, updated and approved for the SBLT's. The Safe School Plans are presented to the Board of Trustees annually for approval.

ADMINISTRATION RECOMMENDATION:

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

Carlin C. Coppin Comprehensive School Safety Plan

2011-2012



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

Safe School Plan Committee Members

- Mrs. Terri Dorow - Carlin C. Coppin School Principal
- Mrs. Mary Boyle - District Administration
- Mrs. Erin Hermle - First Grade Teacher
- Mrs. Rene McGrath - Second Grade Teacher
- Mrs. Nicole Swagerty - Third 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. Jill Nash - Parent Representative
- Officer Steven Krueger - Lincoln Police Department

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 2011-12 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 425, with two to four classes at each grade level. The ethnic makeup is as follows: 63% Caucasian, 32% Hispanic and 5% 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 a focal point and community center 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 uses the district-adopted Positive Action curriculum as part of the character education offered to our students. In addition, we practice being safe, responsible and respectful as a part of our Positive Behavior Intervention Support program. 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 guitar.
- ❖ 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.
- ❖ 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, he runs Caring About Kids small groups. These students work together learning how to develop appropriate social skills. In some cases, he/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.
- ❖ 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 good

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.

- ❖ 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.
- ❖ There are 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.
- ❖ Our parking lot remains an area of concern. Speeding, double parking and congestion create a situation that many believe jeopardize the safety of our students. To alleviate the problems, several measures were taken: speed bumps were installed, the lot was clearly marked prohibiting

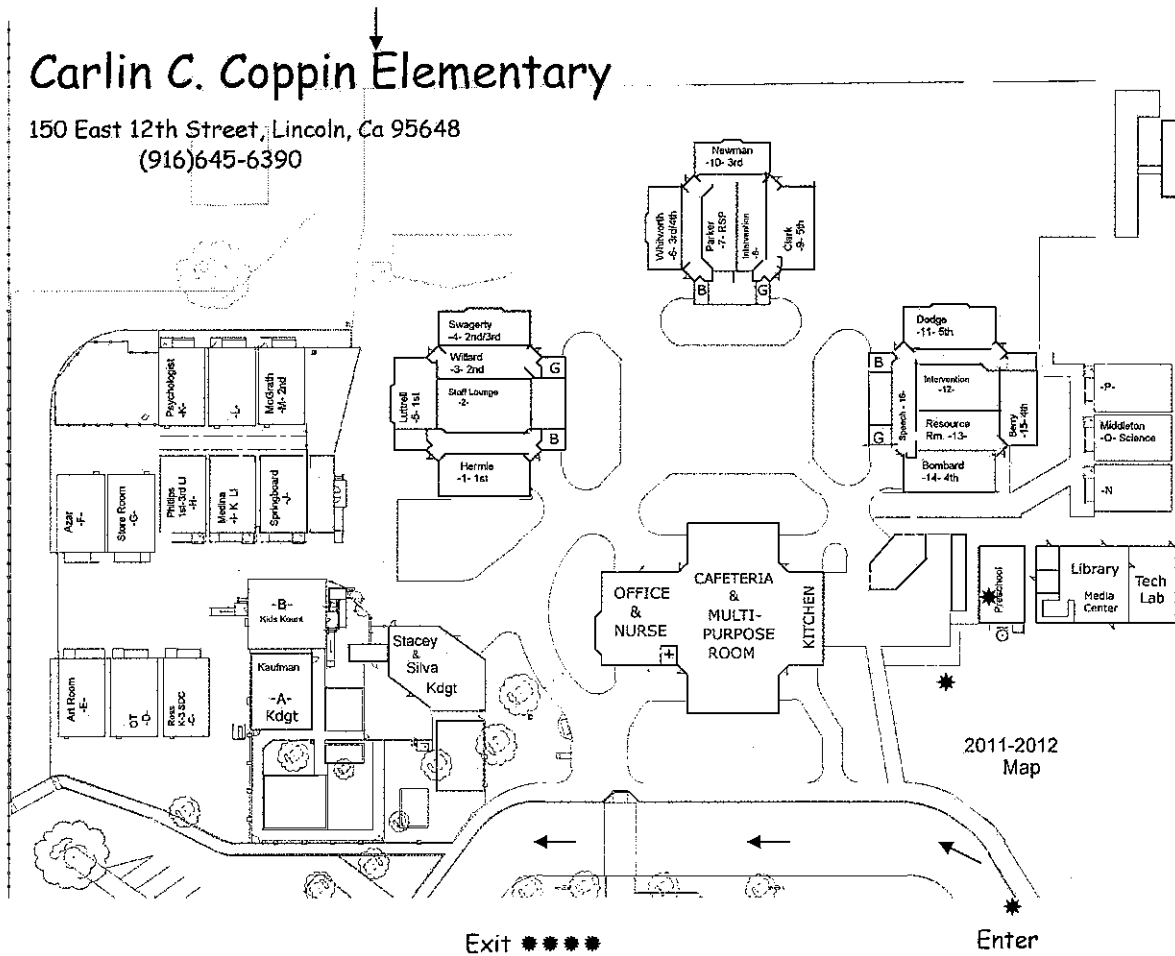
stopping in unauthorized areas, and personnel assists in keeping the traffic flowing. Signage has also been added to help with the traffic flow. In addition, the City of Lincoln's Citizens on Patrol makes unannounced visits as a means of monitoring pick up and drop off procedures to encourage safe and 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. MSDS in 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 yearly basis for advice or revisions to the plan. The Council and staff may also attend any appropriate training that is available.

Carlin C. Coppin Elementary School Ingress & Egress Map



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

Emergency Response Procedures

Emergency Evacuation Plan

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	Marcie - 15
Silva	Luttrell	Berry
Stacey	Hermle	Dodge
Kaufman	Swagerty	Bombard
Kidz Kount	Willard	Contaxis (Speech)
Azar	Whitworth	Croall
Phillips	Newman	Middleton
Medina	Parker	Bowden
McGrath	Ross	State Preschool
OT/Pysch	Clark	Kitchen
Springboard	Dithridge-Saigeon	

7.2.12

Creekside Oaks Elementary School

Safe School and Crisis Plan

2011-2012



**Written By
Scott Pickett – Principal**

**School Site Council Approval
November 29, 2011**

**Creekside Oaks Elementary
Western Placer Unified School District
2030 First Street
Lincoln, California 95648**

7.2.13

Creekside Oaks Elementary School's 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 625. The ethnic make up is as follows: 33% Hispanic, 51% Caucasian and 16% 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.

7.2.14¹

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) 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 ELD teacher work with first, second, third and fourth grade students who are reading below grade level and have met the criteria for intervention.
- EL students (English Learners) are supported through English Language Development, core curriculum acquisition and cultural integration. English Learners are placed with teachers that have a specialized certificate or credential (CLAD, BCLAD, SDAIE) and receive instruction that is differentiated.
- 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).
- EL students receive 30 minutes per day of ELD instruction to increase their vocabulary and strengthen their mastery of the English language.
- 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.
- Instruction will be differentiated to include activities 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) Student of the Month, and Good Citizenship 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 implement a school wide positive behavior intervention support program that focuses on encouraging positive behavior, rewards, redirecting inappropriate behavior, as well as consequences for good and bad choices.
- Students will indicate they feel safe at school and on the playground as measured by teacher observation and student reports.
- Psychologist, Resource Specialist and Administration will monitor and document "high risk" students and decide if further evaluation is needed.

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: Access, S.M.A.R.T., Family Cooperative Project, Caring About Kids Mentor Program, Public Health Issues, Parenting Classes, Support Groups, and SARB (School Attendance Review Board).
- The Discipline Committee reviews the school behavior plan annually and is a "living" document.
- Appropriate schools staff 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 to focus on specific health issues, such as nutrition, alcohol and other drug prevention, and family life (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.
- The Lincoln Lighthouse Center offers counseling services for at risk students and families.
- Various groups, such as Charlie Check First, will be presented to kindergarten through second grade levels. Local law enforcement and community agencies will make presentations on child safety issues.
- A Health Clerk is on campus daily for 3 hours. 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.

7.2.16³

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.
- The principal and staff provide strong leadership for a vision of school success. This will be accomplished through academic achievement, and the establishment of a productive environment and a positive school climate.
- 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. 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.
- Learning styles will be routinely assessed and 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.
- Interruptions are kept at a minimum. Students and staff want and expect class time to be used efficiently.
- Our school community has high behavior standards for 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, reviewed at assemblies, in the cafeteria and in the classroom in English and in Spanish.
- If a student behavior plan is necessary it is to be read and completed by a parent's signature.
- Adults model respect by the positive manner in which they deal with students and staff. Staff members quickly respond to discipline issues and criminal infractions. Policies and procedures are in place for reporting 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. The Discipline Committee is a problem solving committee that develops the school's behavior plan. The committee meets as needed throughout the school year.

Dress Code

The Western Placer Unified School District Board Policy requires that clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or that which advocates racial, ethnic or religious prejudice or use of drugs or alcohol (Western Placer Unified Board Policy AR5132). Students are to wear clothing that is comfortable, clean and weather appropriate and not disruptive to the educational process. Appropriate school attire is expected of all students. Good standards of dress and appearance reflect good judgment and help create a wholesome atmosphere at school. Clothing must fit properly so children can run and play safely. Shoes should be appropriate for walking, playing in playground activities and for participation in a planned P.E. Program. Specific examples are located in the Parent/Student Handbook.

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.

Behavior Plan

The Creekside Oaks School Discipline Committee meets each year. Students, parents and school staff help develop 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
- *Follow directions
- *Use appropriate language
- *Respect school/personal property
- *Respect others
- *Walk quietly through school campus
- *Gum, toys and electronics should be left at home

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
- *Student discussion of the problem, "When you do ... I feel ..."

Positive Reinforcement

The staff highlights positive behavior to encourage and instill good citizenship during a student's education at Creekside Oaks 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 Creekside Oaks School: reading Incentives, verbal praise and encouragement, extra and co-curricular activities, Good Citizen Awards, Student of the Month, helper / special person of the day / week, and Positive Action Cards.

7.2.18 5

Consequences

The following classroom consequences apply when a student chooses to break a rule and as a result, receives a citation:

- Citation 1: Principal to call parent
1 hour after-school detention
- Citation 2: Teacher, Parent, Student, Principal Meeting
1 hour after-school detention
- Citation 3: Teacher, Parent, Student, *Principal Meeting
Create a behavior plan
(2) 1 hour after-school detentions
Schedule a Student Success Team (SST) Meeting
- Citation 4: Teacher, Parent, Student, Principal Meeting
Follow-up Student Success Team (SST) Meeting
Review behavior plan
- Citation 5: Consequence decided by principal on a case by case basis

Citations are monitored, and each student gets a new start each trimester.

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
- 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.

7.2.19⁶

**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

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, and principal continually review student performance 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

7.2.20⁷

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		
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	Annual or as needed			X							
Begin 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

7.2.21 8

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

- It is a priority at Creekside Oaks for safe ingress and egress of pupils, parents and school employees to and from school. There is constant communication to parents on the safe entrance and exit procedures.
- 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.
- Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students. Evacuation drills are held annually and assessed by the principal and staff.
- 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.
- 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.
- 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.

7.2.22⁹

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 and evacuation 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 perimeter is secure from criminal activity. 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.
- 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 also practiced annually.
- 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.

Parent Support for component two

- 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 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.
- 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 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. The health clerk, noon supervisors and the office staff 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.
- There is strong leadership by staff, and a safe, orderly and productive environment has been established by the principal and staff.
- 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.

7.2.24

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 and Safety Committee work to ensure a safe 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 and barricades to ensure safety of students walking to and from school.
- Site and Parent Teacher Organization funds support award, discipline and incentive programs.
- Site funds support the character education programs and the maintenance needs.
- 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, staff, Student Study 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 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 to cafeteria for food service and milk vendor vehicles

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
Discipline Plan is reviewed and updated	Annually or as needed	X									

7.2.25

EVACUATION AREAS

Primary Site (Fire Drill Route) Our primary site on campus is located on the far west side (Fuller Street is the boundary) and north of the black top playground area behind last row of portables.

Secondary Site Alternate routes such as both parking lots and the field behind the Lincoln Community Center are also available.

RELOCATION

Primary Off- Campus Location – We load buses and go to Lincoln High School.

LOCK DOWN

- Doors locked
- Windows/blinds closed
- Lights off
- Students on floor away from windows out of sight
- Room is quiet
- Do not open the door under any circumstance until law enforcement or school administration open the door.
- Red (not all students are accounted for) or Green (all students accounted for) cards posted in the classroom window

SHELTER IN PLACE (be on alert status)

- Doors locked
- Windows/blinds closed
- Students are able to work at their desks
- Lessons as usual until an all secure signal is called or you are given further instructions

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

FIRST ACTIONS FOR ALL STAFF

- All staff will respond to the "All Call" signal and proceed to follow through to keep everyone safe
- EVACUATION – get everyone out
- LOCK IN/SHELTER IN PLACE – Remain indoors, doors locked, continue teaching
- LOCK DOWN – Remain on floor indoors, door locked, drapes drawn until released by known school or uniformed officials.
- AFTERMATH – Bring everybody back and the situation back to normal
- All staff must know what their responsibilities are
- Keep plan current and review it timely (once or twice a 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
- 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, 8
- Rooms 4, 5
- Rooms 6, 7
- Rooms 10, 11
- Rooms 12, 14
- Rooms 13, 15
- Rooms 16, 17
- Rooms 18A, 18B,
- Rooms 19, 20
- Rooms 21, 22
- Rooms 25, 26
- Rooms 27, 28
- Rooms 29, 30
- Rooms K-1, K-2
- Computer Lab, Library
- Title I Room 31, Psychologist 32
- EL Support Room 34, RSP Room 36, Speech Room 33,
- 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

INCIDENT REPORTING AND INITIAL EMERGENCY PROCEDURES

In the event of:

Please:

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
- *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
- *Account for all children
- *Provide a description of the suspect

Serious Injury

- *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)

- *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
- *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

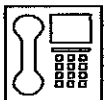
Fire

- *Notify office using fire pull stations or by campus telephone system

	<ul style="list-style-type: none"> *Evacuate the building per procedure
Earthquake	<ul style="list-style-type: none"> *Begin duck, cover and hold procedures *Await further information from the office
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 Predator	<ul style="list-style-type: none"> *Commence Return to Building procedures *Draw classroom drapes *Notify office through campus telephone system
Violent Student	<ul style="list-style-type: none"> *Commence restraint procedures *Monitor objects that can be thrown *Contact office
Student Behavior Crisis	<ul style="list-style-type: none"> *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
Student Seizure (Medical)	<ul style="list-style-type: none"> *Be aware of procedures associated with individual *Clear an area *Do not restrain *Contact office *Wait with student *Debrief
Bomb Threat	<ul style="list-style-type: none"> *The Principal or designee shall notify the police department. *Notify the Superintendent *Make the decision to evacuate the buildings *Follow Fire Drill procedures <p>The teacher will:</p> <ul style="list-style-type: none"> *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 <p>Administration will:</p> <ul style="list-style-type: none"> *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.

RED PHONE



*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.

7.2.29

Self Inflicted Injury
Life threatening

If a child tries to hurt himself while at school, and it is life threatening, these 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. Shorkey
 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.

EVACUATION PROCEDURES

Evacuation from Classrooms (non-emergency):

Administration will:

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

Support staff (anyone without a classroom assignment) will:

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

Teachers will:

- *wear safety vests for easy identification.
- *keep all students in their classrooms.
- *release bus riders when directed.
- *dismiss students directly to families from the classroom.
- *maintain a sign-out sheet so there is a written record indicating to whom students were released.
- *bring remaining students to the library or cafeteria when directed and remain there until further notice.

Immediate evacuation of the school site (emergency):

Administration will:

- *notify all staff of the evacuation and have teachers take students to their designated evacuation spot immediately.
- *supervise the loading of buses on First Street
- *check that everyone is out of the office.
- *give directions as directed by emergency personnel.

Office Staff will:

- *call 911
- *call district office
- *put on safety vests for easy identification
- *collect student emergency cards and class lists
- *grab emergency kit
- *proceed to First Street for assistance with missing students and bus loading

Custodian will:

- *put on safety vest for easy identification
- *check bathrooms for students
- *report to office for directions
- *put out cones to close off parking lot
- *assist with bus loading on First Street

Support staff (anyone without a classroom assignment) will:

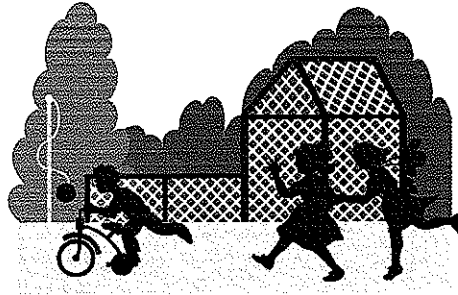
- *report to First Street to assist as needed
- *stand outside for bus duty, as directed

Teachers will:

- *wear safety vests for easy identification
- *immediately evacuate their students to the buses on First Street
- *close doors behind you, leave unlocked
- *assemble in the pre-arranged, identified safe location
- *immediately take attendance to verify all students are together
- *notify administration or assigned support staff about any missing students
- *wait for further instructions from emergency personnel or administration

In a major crisis, if the school is unable to evacuate from First Street, everyone will evacuate the school on the west side using Fuller Lane. Everyone will walk west on First Street (away from Joiner Parkway) and load onto buses parked on Fuller Lane (the western boundary of Creekside Oaks School).

First Street School Safe School Plan 2011 / 2012



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 2011-12**

Approved by the School Based Leadership Team (SBLT) on November 29, 2011

7.2.32

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. Kellie Darbo – Parent Representative
- ❑ Mr. Brent Welburn – Parent Representative
- ❑ Ms. Vickie Vineyard – Community Representative
- ❑ Ms. Dulce Santana – Parent 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 2011-12 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 67% Hispanic, 30% Caucasian, and 3% other designations. English, Spanish and Portuguese are the most common languages spoken in the community. The school offers Structured English Immersion (SEI) for the school's English learners; it also houses the district's Elementary Academy for identified Gifted and Talented Education (GATE) and high achieving elementary-age students. Support services include a Special Education Resource Program, Speech and Language, and Title I. In addition, an innovative collaboration between the district and California State University, Sacramento provides individual and small group counseling services to at-risk students.

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.

7.2.34

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 four days per week (Monday – 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 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. School administration is also working on updating the school’s video monitoring system that dates back to the 2003/2004 school year.*

7.2.35

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 2011-12 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 installed a video surveillance system during the 2003/2004 school year. The system enables us monitor activity on campus (detect strangers, etc.) during the school day and has helped 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

7.2.37

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.**

7.2.38

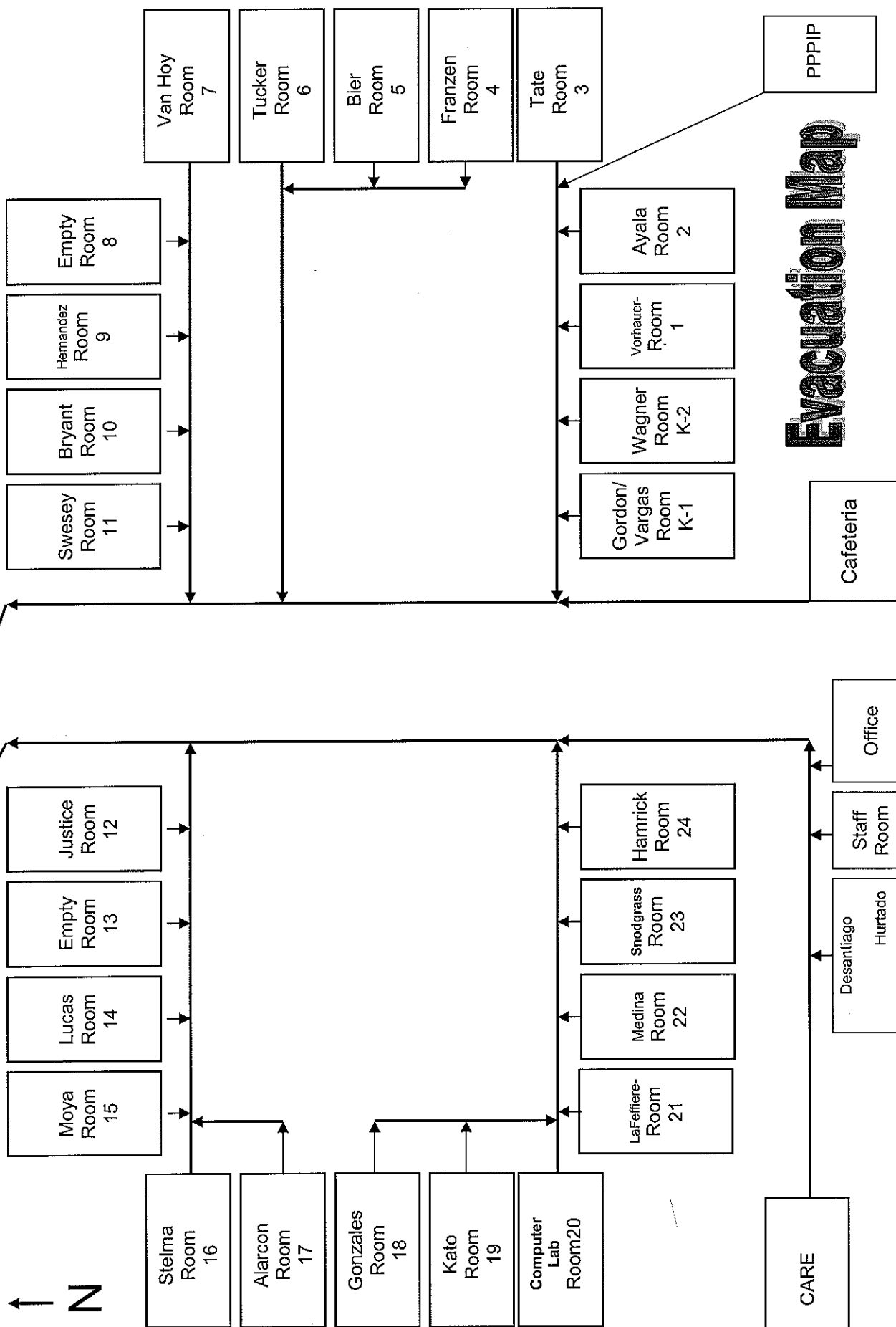
GEMS Track

Gate

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Black Top Area

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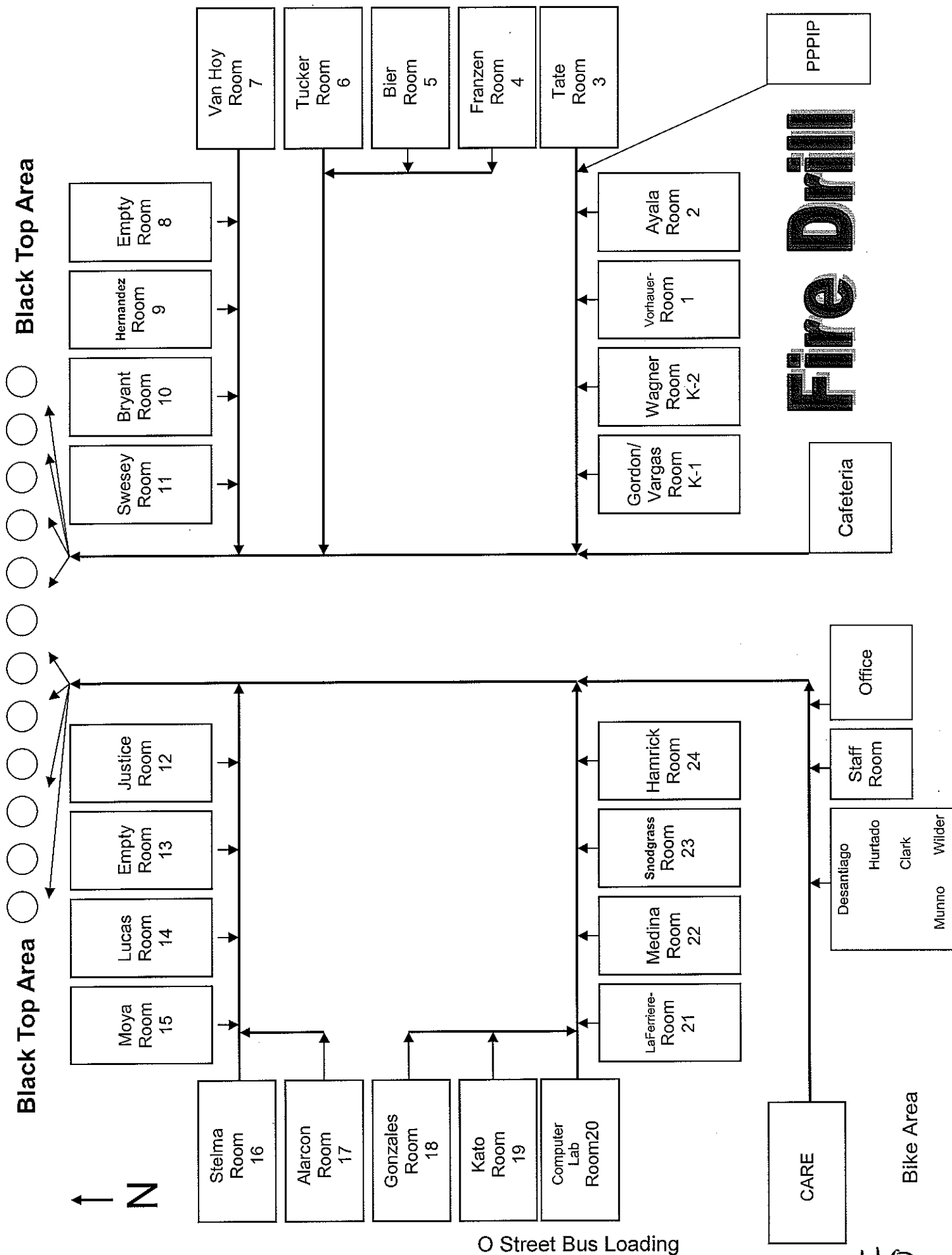


Evacuation Map

O Street Bus Loading

7.2.39

GEMS Track



7.2.40

Foskett Ranch Elementary School

Western Placer Unified School District

Safe Schools Plan & Emergency Response

Revised by School Site Council: 12/5/2011

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: 567
English Language Learners: 18

Cost of burglary and theft activity	N/A
Number of Expulsions	0
Number of days of student suspensions	13
Number of disciplinary referrals	12
Number of infractions of school rules	12
Number of Student Study Team meetings	18
Number of students referred to counseling	
Number of students referred to conflict management	
Number of Parent Volunteers	456

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 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 emergency 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 employees 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, Caring About Kids Mentor Program, 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 ensure 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 Health Clerk is on campus daily for 3.5 hours. 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:

It is a priority at Foskett Ranch 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.

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. This ensures safety in a lock-down situation.

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

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
- 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

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).

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

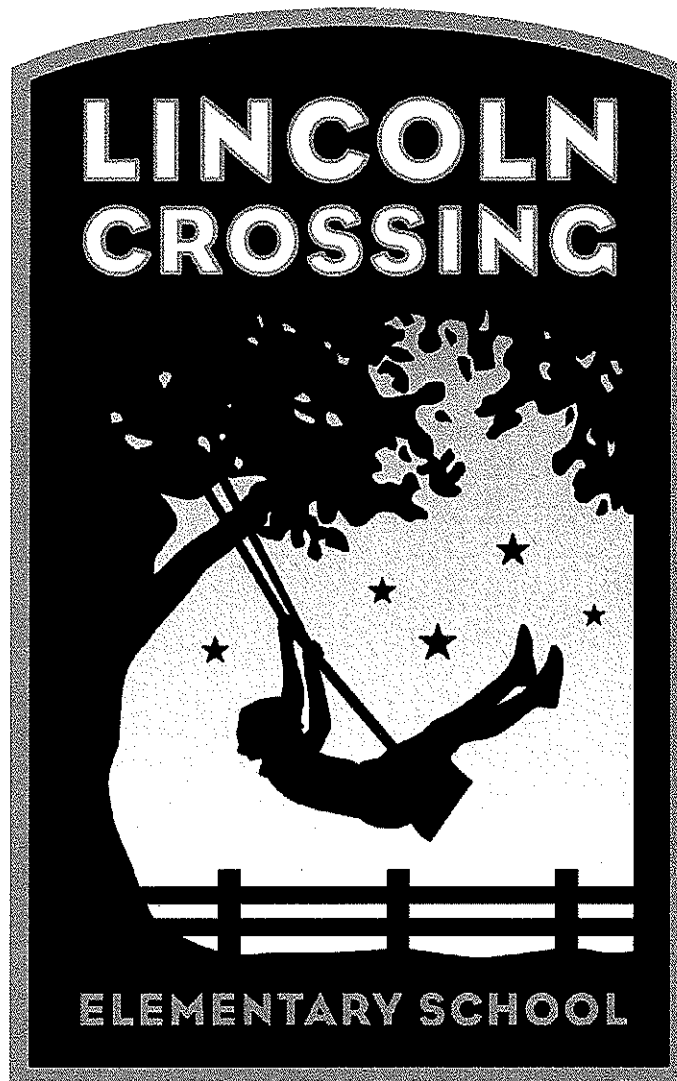
- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify the office using available systems (cell phone, campus phone #200, radio).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee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



2011/2012 Comprehensive Safe School Plan

**Approved by SBLT:
December, 2011**



Lincoln Crossing Safe Schools Table of Contents

Safe School Goals and Support Plan
District Plan
Site Crises Response Plan

Section 1
Section 2
Section 3



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 monthly 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. 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:

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.

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. 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.

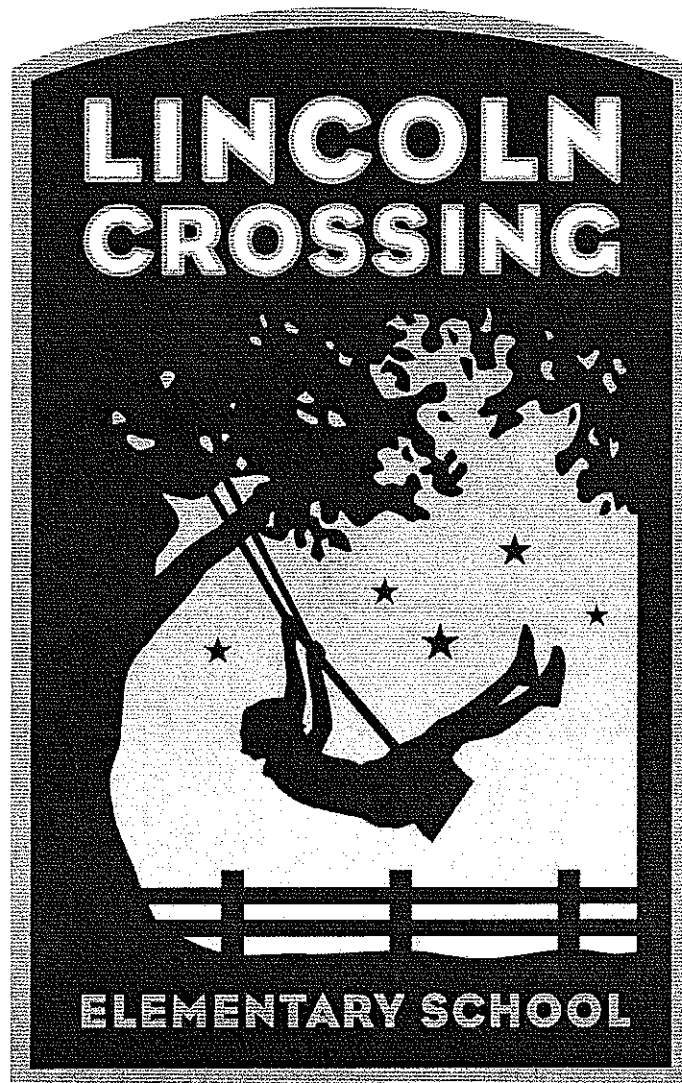
Staff explicitly teacher the 7 Habits for Highly Effective People to students with students encouraged to utilize the 7 Habits as they interact with others, set personal goals, and work cooperatively to help their peers achieve academic and personal success. Good Habit Tickets are given to students who 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.



2011/2012 Comprehensive Safe School Plan

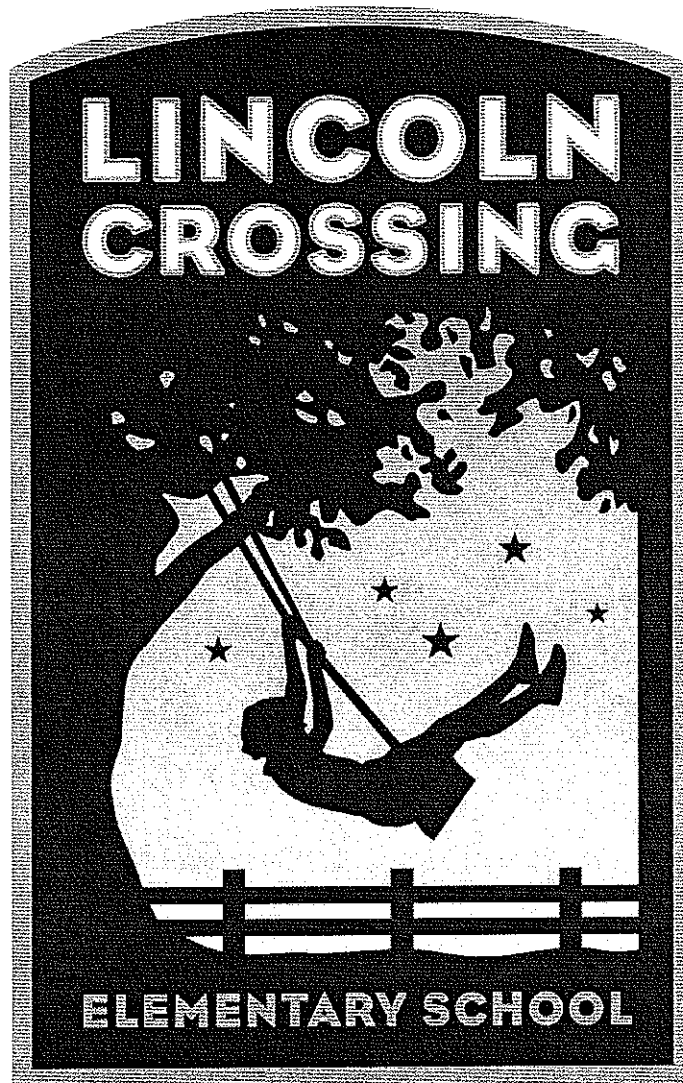
**Approved by SBLT:
December, 2011**



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Section 1

Safe Schools Goals/Support Plan

7.2.61



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.

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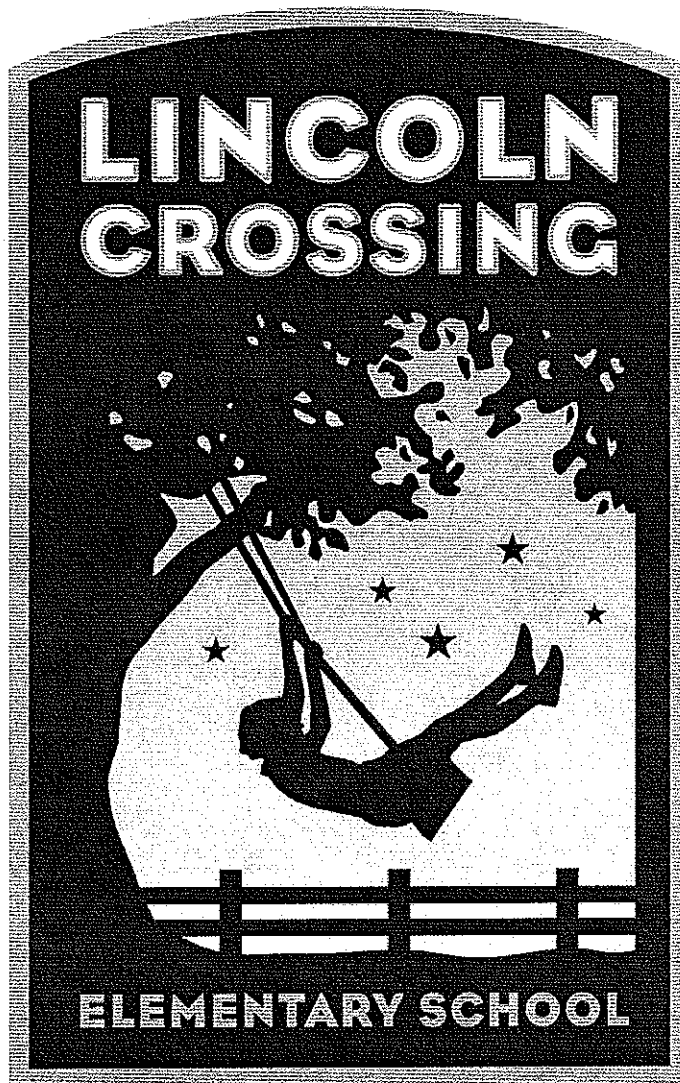
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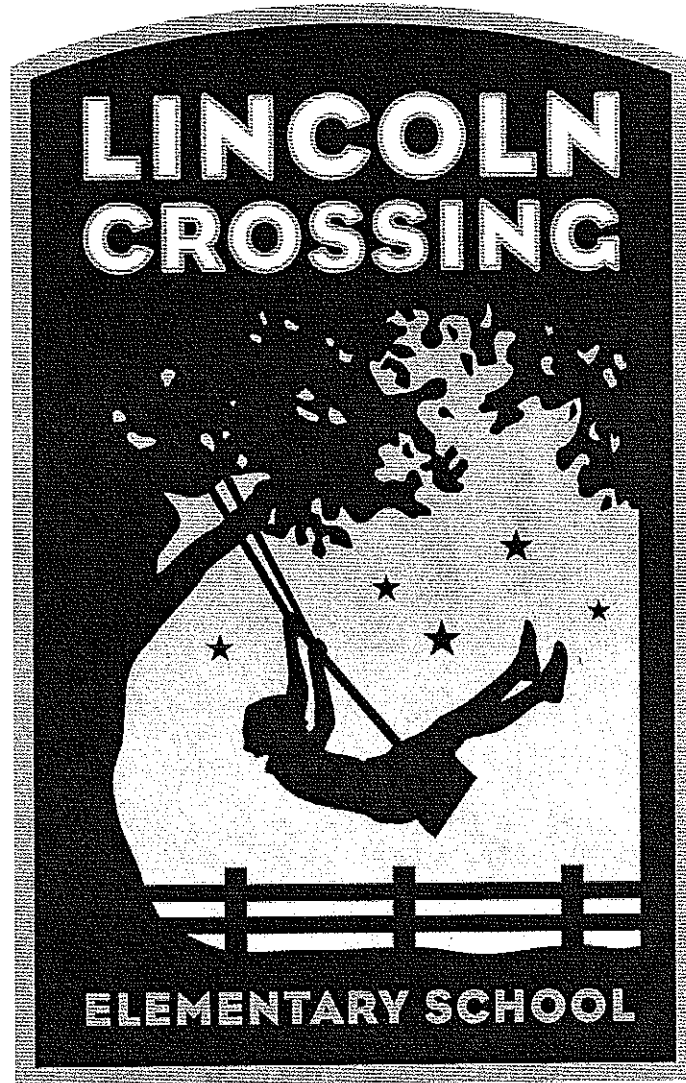
All persons will be given clear direction to not disturb any suspicious objects/packages.



Section 2

District Plan

7.2.65



Section 3

Crisis Response Plan

7.2.66

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 "110" [slowly]
 - E after hearing feedback on the receiver, begin message

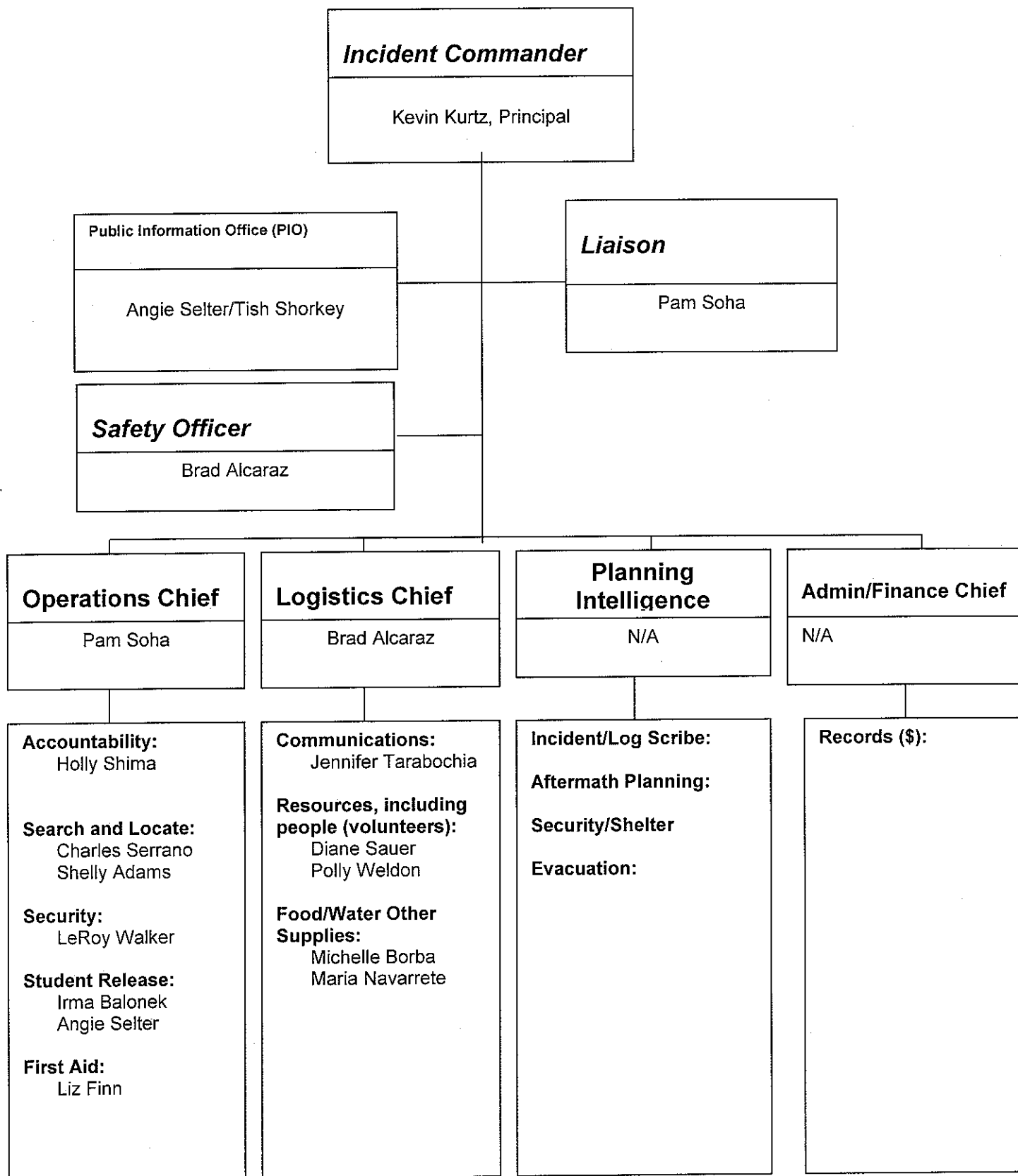
- 2 In order to access **inside all rooms** only using the office phone system,
 - A pick up the receiver
 - B press "page"
 - C press #117
 - D after hearing feedback on the receiver, begin message

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

LINCOLN CROSSING SCHOOL

CRISIS RESPONSE PLAN CHART



COMPREHENSIVE SCHOOL SAFETY PLAN

2011-12

Sheridan Elementary School
School/Site

Kris Knutson

Principal/Administrator

Public Hearing Date October 12, 2011

Date Adopted by School Site Council October 12, 2011

Plan Developed By	Title
Kris Knutson	Principal
Karen Roberts	Site Secretary
Laurel Etchepare	Teacher
Brenda James	Teacher
Lynn Brown	Teacher
Heather Willoughby	Cafeteria Supervisor
Leah Contaxis	Speech
Kathy Johnson	Aide
Karen Sherry	Health Clerk
Karla Harder	Custodian
Doris Hanoum	Playground Supervisor
Grubinder Nijjar	School Nurse
Holly Harper	Parent (Site Council Chair)
Amy Kuhl	Parent (Site Council)
Lola Sparks	Parent (Site Council)

Comprehensive Safe School Plan 2011-2012

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 2011-2012

Sheridan Elementary School

School/Site

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ADOPTED BOARD POLICES	
Child Abuse Reporting	Section 2
Suspensions and Expulsion Policy	Section 3
Notifying Teachers of Dangerous Pupils	Section 4
Sexual Harassment Policy	Section 5
Dress Code Policy/Site Dress Code	Section 6
Hate Crime Policy and Procedures	Section 7
Rules/Proceedings on School Discipline	Section 8

COMPREHENSIVE SCHOOL SAFETY PLAN 2010-2011 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. Heather Willoughby		X							
8. Karla Harder		X							
9. Doris Hanoum		X							
10. Grubinder Nijjar						X			
11. Doris Hanumn		X							
12. Holly Harper				X					
13. Amy Kuhl				X					
14. Lola Sparks				X					

***Optional members**

Comprehensive Safe School Plan 2011-2012

STUDENT DATA SUMMARY

Sheridan Elementary School

School/Site

Data Source	2009-2010	2010-2011
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.

7,276

Comprehensive Safe School Plan 2011-2012

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)
- Positive Action (Research based character development 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 2011-2012

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 will be involved in our Monday morning PLC to collaborate with the teaching staff and ensure that the delivery of the interventions is consistent throughout our student's day.

Activity: Afterschool Coordinator, regular ed. teaching staff, and all intervention aides will participate weekly in Monday 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.

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 curb vandalism during non school hours.
Objectives: To create positive relationships with key community members, law enforcement and local churches to monitor the school during non-school hours and report inappropriate activity to proper authorities. To establish an active neighborhood watch program
1.0 Principal will sit on Neighborhood Watch Committee
2.0 Principal will participate regularly on Sheridan MAC to give vandalism reports
3.0 Principal will seek cooperation from community

Who will take the lead	Principal
Completion Date and Budget	2011-2012
Resources Needed	N/A
How we will Monitor and evaluate	We will track acts of vandalism and report changes

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.

7.2.80

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
- Room is quiet
- Red (not all students are accounted for) 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
- EVACUATION – Get them out
- LOCK IN / SHELTER IN PLACE – Remain indoors, doors locked, continue teaching
- LOCK DOWN - Remain on floor indoors, door locked, drapes drawn until released by known school or uniformed officials.
- AFTERMATH – Bring everybody back and the situation back to normal
- All staff must know what their responsibilities are
- Keep plan current and review it timely (once or twice a 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

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 4, 6
- Rooms 6, 7
- Rooms 8, 11, 12
- 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)

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 – Health Clerk	X	X		X	X
Karla Harder - Custodian	X	X		X	X
Laurel Etchepare – 1 st Gr.					X
Lynn Brown – 2/3rd Gr.					X
Heather Willoughby-Cook	X	X		X	X
Leah Contaxis--Speech				X	
Jenny Guemmer – Music				X	X
Cheryl Metheny – Library Tech.	X	X		X	X
Kathy Johnson – Intervention Aide			X	X	
Doris Hanoum – Campus Sup.					X
Angela Button – Kinder Aide	X	X			
Gurbinder Nijjar – Nurse	X	X		X	X

COMPREHENSIVE SAFE SCHOOL PLAN 2011-2012

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 12, 2011</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: 10/12/2011
Law Enforcement Review	Name: Lynn Harrison	Date: 10/12/2011
Site Council Approval	Name: Holly Harper	Date: 10/12/2011
School Board Approval	Name:	Date:

7.2.87

**BOMB THREAT REPORT FORM
YOUR SCHOOL DISTRICT**

School:	Time Call Received:	Call Ta
Date:	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

Questions to Ask:	Exact Wording of Threat: "						
1. When will the bomb explode?	Caller's Voice: (circle all that apply)				Caller's Language: (circle all that apply)		
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		
7. Why?	Soft	Ragged	Clearing Throat	Normal	Caller Demographics (Circle One)		
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female	Unknown
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		
10. What is your name, address, phone?	Other Observations:						

7.2.88

Safe School Plan
2011-2012



Developed By:
Kathleen Cummings
Cheryl Wall
Amy Williams
Daniela Thompson

Twelve Bridges Elementary School
2450 Eastridge Drive
Lincoln, CA 95648
(916) 434-5220

Adopted by School Site Council: December 5, 2011

7.2.89

Twelve Bridges Elementary School is located in Lincoln, California at the base of the Sierra Foothills. The school is located on Eastridge Drive in South Lincoln. The once rural surroundings of the school are now surrounded by residential development.

The Twelve Bridges core philosophy is that "all students will be physically, emotionally and mentally safe while entering, on and/or leaving our campus." The Safe School Plan has been written to support our district mission, our school vision and philosophy.

The Safe School Plan, with input from staff, students, parents and community members 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 kindergarten through fifth grade. School enrollment is approximately 676.

The ethnic make up for 2011-12 is as follows:

- African American, not Hispanic 2%
- Asian 6%
- Filipino 4%
- Hispanic or Latino 12%
- Pacific Islander 1%
- White not Hispanic 74%

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 - People and Programs

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 the *Nurtured Heart Approach* and/or *Love and Logic* will become a foundation for interactions with students.
- Building Effective Schools Together (BEST Team) will make decisions to meet 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 to explore intervention options.
- Twelve Bridges Elementary School has a Child Abuse Reporting Procedure in place.
- A Health Clerk is on campus daily for 3 hours. A 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 modifications to help students become and feel successful in the school program.
- Parents of at-risk students are notified about participation in the intervention programs. Parents of students at-risk for retention will be notified per Board Policy.
- A phone 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, SARF, law enforcement agencies, or ACCESS, may be recommended by the Student Success Team, a 504 Plan, or an IEP Team.

- Administrators follow 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) are emphasized in morning announcements, monthly as a focus, and in recognition of the PAWS Not CLAWS student incentive.
- 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. Following are some examples: verbal praise and encouragement; Paws Not Claws; monthly and trimester Perfect Attendance recognition; 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, 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	J
Identification of at risk students	Continual	X	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	X	X	X	X	X	X	X	X	X	X	X

Component Two: The Physical Environment (Place)

Twelve Bridges School is located in the Western Placer Unified School District. Its physical location is in North 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, through the school newsletter, phone broadcasts, and school website.
- 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 by the principal and office staff.

Goal #2: The Twelve Bridges campus will remain 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.
- 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 dealt with 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, 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.

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

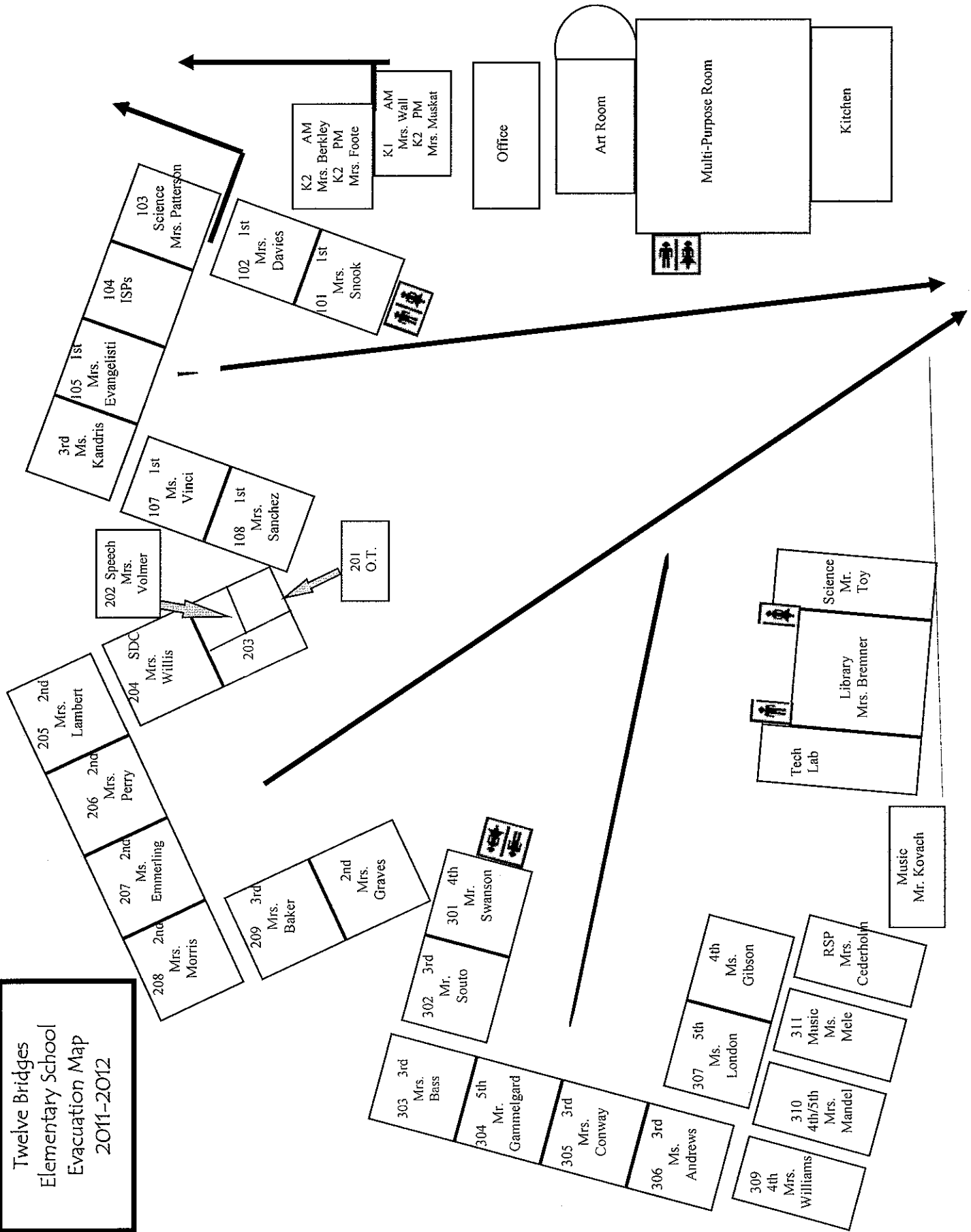
RED and GREEN Cards:

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
2011-2012

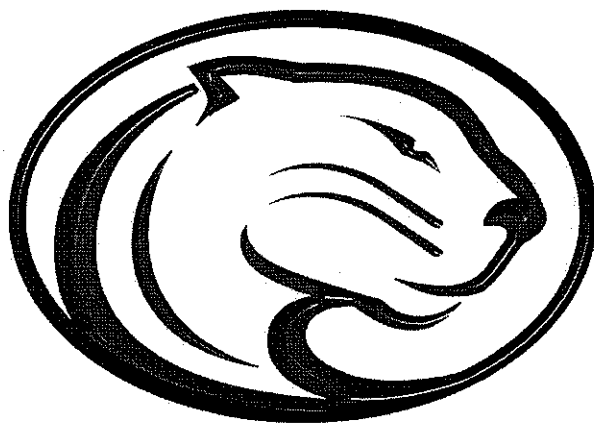


7.2.97

GLEN EDWARDS MIDDLE SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN

2011-2012



Developed By:

Shelly Hoover, Principal
Rey Cubias, Assistant Principal

7.2.98

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

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Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

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			
Tim Kerrigan		X		
Brandon Lopez		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, 2011-2012

STUDENT DATA SUMMARY

	'03-'04	'04-'05	'05-'06	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12
Number of Suspensions	236	154	247	160	264	249	186	115	45 as of 12/13/11
Number of Expulsions	6	7	13	2	8	13	5	3	2 as of 12/13/11
Enrollment	875	967	1052	720	693	638	632	689	702

Conclusions from Data:

- In 2003, the student population began to steadily increase. As a result, the number of suspensions increased as well.
- 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 so far in 2011-2012 is lower due to continued growth toward a positive school climate, clear and consistent behavioral expectations, and continued use and development of a school-wide positive behavior and support plan.

Data Sources Reviewed:

Assertive Discipline Records found in AERIES and spreadsheets maintained by Assistant Principal.

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.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

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 689.
- Glen Edwards is one of eleven schools in WPUSD and reflects the diversity of Lincoln. Our student body is: 57.1% Caucasian; 35% Hispanic; 1.7% African American, 1.4% Filipino; 2.8% Asian, and the remaining 2% is comprised of American Indian, 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 an intervention period in language arts or math for students scoring far below basic or below basic. We also offer AVID and Better to Best.
- Glen Edwards Middle School offers a community service class and a Friends of Rachel Club which strives to teach the students how to serve others and helps to maintain a positive, supportive school climate.
- Next year, the schedule will be further adjusted to meet the needs of all learning levels.
- 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.

Physical Environment of the School:

- 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.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

- 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 needs to be repaired/updated and expanded.
- 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.
- 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.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

AREAS WE WISH TO CHANGE

School Culture/Climate:

- Increase consistency among staff related to discipline and procedures; thus, reducing the amount of time students are out of the classroom (missing instruction) for discipline/consequences. A committee will be formed to look at the current school discipline system and make recommendations for improvement, clarity, and consistency.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

Physical Environment of the School:

- Minimize unsafe actions and injuries on campus during all times of the day.
- Increase cleanliness on campus: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Addition of security cameras (based on the availability of funds)

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

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:

- Increase consistency among staff related to discipline and procedures; thus, reducing the amount of time students out of the classroom due to discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

Activities:

- Positive Behavior, Intervention, and Support (PBIS):
 1. In January, we'll be joining 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 will be working on a Behavior Plan Matrix, displaying Panther Pride Posters, and developing a different method for rewards and consequences.
 3. A systematic program of rewards based on the matrix put together by last year's BEST team has been implemented. "Paws-itive Pride" rewards kids for the behaviors we want our Panthers to demonstrate.
- Character Education:
 1. We hosted a "Rachel's Challenge" assembly 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. A Community Service class was implemented which gives kids a chance to learn about serving others and allows for outreach activities targeted toward 6th graders and disenfranchised students during lunchtime.
 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).

Persons Responsible for the Implementation:

Principal, assistant principal, counselor, school psychologist, teachers, staff, students, and parents.

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

Completion Date and Budget:

BEST Training was completed March 3, 2010. The new PBIS training will begin 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, 2011-2012

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:

- Minimize unsafe actions and injuries on campus during all times of the day.
- Evaluate the overall safety of the physical structure and prioritize the list for necessary improvements.
- Increase cleanliness on campus: promote recycling, litter removal, and restroom maintenance.
- Maintain secure gates, especially the main gate at the front of the school
- Addition of lights and security cameras (when money becomes available).

Activities:

- Repair/update/utilize the surveillance system to monitor behavior/situations on campus:
 1. Cameras repaired and more cameras installed (currently have 2-3 non-functioning). There was a walk through on 12/17/09 with Brian from Surveillance Systems Integration to identify need/placement of cameras. To date, no cameras have been added.
 2. Installation of wiring/connectivity for strategically placed cameras. Bob Lyons, Director of Technology, will be involved with this process.
 3. Computer access from office/desk for Principal and Assistant Principal to monitor more frequently. Current monitor in office hallway will be reset.
 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
 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:

Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

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:

September 1, 2010 for camera installation and placement of recycling/trash receptacles. Otherwise, on-going. Budget: 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.

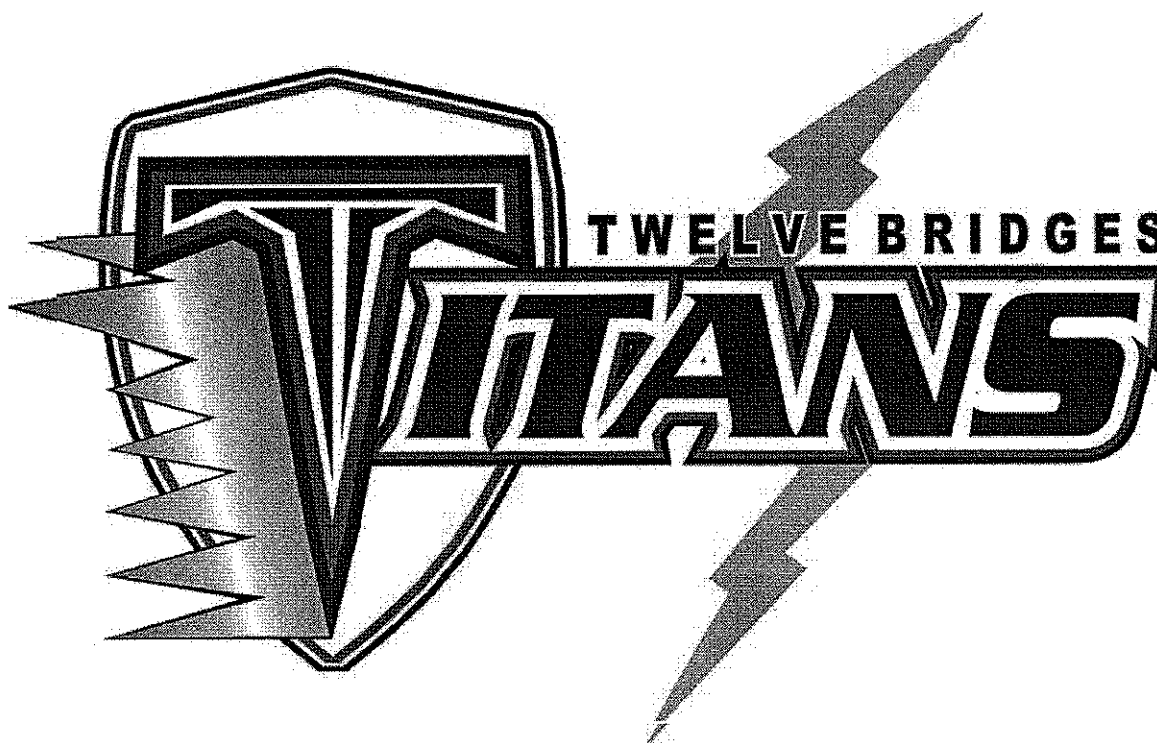
Glen Edwards Middle School
Comprehensive School Safety Plan, 2011-2012

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"/>	
	<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: Rey Cubias	Date: 12/15/2011
Law Enforcement Review	Name:	Date:
Site Council Approval	Name: Shelly Hoover	Date: 1/18/2011
School Board Approval	Name:	Date:

Twelve Bridges Middle School

Safe School Plan

2011-2012



**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 840 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.
- Continue to offer conflict resolution and anger management help.
- Relationship-building strategies for students and staff.

2. Resources needed:

- Staff, materials, time and budget allocation

3. Person/s responsible for implementation:

- Administration, counselor and staff

4. Timeline for implementation:

- 2011-2012 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 programs for students and families (psychologist, counseling, group sessions, After School Tutoring and more...).
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, 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 monthly. 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:**
 - 2011-2012 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. Strategies and programs are in place to ensure that students are not permitted or able to victimize more vulnerable students.
4. **Discipline and Consequences:** The current discipline plan is aligned with the district policies and ensures a safe environment for students. Several programs and services support a safe climate for the campus. Students are trained in conflict management that enables them to develop strategies to address interpersonal relationship issues. 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. Parent 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, anger management

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counseling and more. 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 (After School Tutoring, Lighthouse Resource and Counseling Center, District 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.
 - Outreach meetings to our Hispanic families
 - 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:**
 - 2011-2012 school year

Budget

1. None needed

Evaluation Criteria and Timeline

1. The evaluation will be an annual review of program.
2. Timeline for implementation will be throughout the school year.

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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 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. All staff member's birthdays are celebrated. 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
 - Continue implementing a Peer Conflict Resolution Program
2. **Resources needed:**
 - Administration, Counselor, staff, materials, time and budget allocation.
3. **Person/s responsible for implementation:**
 - School-side, administration, staff, students, parents and volunteers.
4. **Timeline for implementation:**
 - 2011-2012 school year

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Budget

1. None needed

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
- Tutoring before and after school
- Accelerated Reader and Accelerated Math programs
- Regular acknowledgment of student successes

2. Resources needed:

- Administration, Counselor, staff, materials, time and budget allocation

3. Person/s responsible for implementation:

- School-wide, administration, staff, students, parents and volunteers

4. Timeline for implementations:

- 2011- 2012 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

2011-2012

Lincoln High School

Jay Berns, Principal

Plan developed by:

Victoria Eutsey

Michael Maul

Jim Spratling

Bob Peirce

Mary McQueen

Charlene Emerson

Barbara Green

Mike Kimbrough

Toby Faingold

Marilyn Courage

Kyle Lowe

Steve Krueger

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

Lincoln Police Department

Date Adopted by School Site Council _____ President _____

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Comprehensive Safe School Plan
2011-2012
Lincoln High School

SAFE SCHOOL PLAN COMMITTEE- APPROVAL

Jay Berns	Principal	_____Date_____
Victoria Eutsey	Assistant Principal	_____Date_____
Michael Maul	Assistant Principal	_____Date_____
Jim Spratling	Counselor	_____Date_____
Bob Pierce	Teacher	_____Date_____
Mary MacQueen	Activities Director	_____Date_____
Charlene Emerson	A.P Secretary	_____Date_____
Barbara Green	Principal Secretary	_____Date_____
Toby Faingold	Parent/Site Council President	_____Date_____
Marilyn Courage	Parent/Instructional Assistant	_____Date_____
Kyle Lowe	ASB President	_____Date_____
Steve Krueger	LPD Resource Officer	_____Date_____

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Comprehensive Safe School Plan
2011-2012
Lincoln High School

STUDENT DATA SUMMARY

Data Source	04-05	05-06	06-07	07-08	08-09	09-10	10-11
Enrollment	1105	1231	1349	1432	1390	1479	1411
Discipline Records (Number of Incidents)							
Suspensions	148	183	189	154	140	151	150
Expulsions	12	19	12	7	12	3	4

Conclusions from Data:

- While the student population has increased, student discipline incidents have decreased.
- A majority of the suspensions are for defiance (48900- K)
- 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 during 06-07, 07-08, 08-09, 09-10, & 10-11 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 informs the student and the parent that the next drug related offense throughout high school will result in recommendation for expulsion.
- The WPUSD Board Policy changed in 2009 to recommend a student for expulsion after they have accrued more than ten days to twenty days of suspension. As a result of this change, students who would have been recommended for expulsion once they accrued more than ten days and less than twenty days would not be recommended for expulsion unless the offense warranted a recommendation for expulsion.

Conclusions from Parent, Teacher, and Student Input:

- Due to the presence of the school resource officer and the firm stance made by the administration, students feel secure on campus. We have few fights and a safe school. Kyle Lowe, Student and ASB President.
- The Zero Tolerance policy has created a safe learning environment here at LHS. Even as our population has increased dramatically in the last ten years, the number of disciplinary actions has not. Bob Pierce, Teacher
- My son is a sophomore 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.

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Comprehensive Safe School Plan
2011-2012
Lincoln High School

STUDENT DATA SUMMARY
(continued)

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• Improving 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)
Opportunities for Growth and Improvement <ul style="list-style-type: none">• Continue to implement Professional Learning Communities• Work with the School Resource Officer• Accommodate and upgrade facilities for growth and remodeling

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Comprehensive Safe School Plan
2011-2012
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 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✓ 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, staff, and school resource officer enforce school and classroom policies.• A committee of teachers, administrator, and campus supervisor attended the BEST Behavior training. The BEST Committee established expected school-wide behaviors, created posters, and provided positive behavior supports.• The Communications Committee researched, created, and revised an intervention STRIPES schedule, which allotted additional time in each class period to be used for intervention, remediation, and enrichment.• Peer tutoring provides academic assistance in the library Monday through Thursday from 3:15 pm to 6:00 pm.• The Leadership Committee, created by new 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 <ul style="list-style-type: none">• A printed copy of the Lincoln High School Rules and Procedures is given to every student. The sheet 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 rules and procedures.

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<ul style="list-style-type: none"> 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.
6.0 Continue a positive relationship with the Lincoln Police Department <ul style="list-style-type: none"> Administration, teachers, and staff daily communicate with the school resource officer. The school resource officer reports to his sergeant and collaborates with other officers, calling for assistance when required by the situation. The school resource officer attends training specifically designed for school resource officers. Administration involves the school resource officer when dealing with issues such as drugs, alcohol, gangs, weapons, fights, harassment, or theft. The school resource officer along with the administration interviews students and meets with parents when dealing with the student, their offense, and their consequence.

Who will take the lead? <ul style="list-style-type: none"> Site Administration Leadership Committee Certificated and Classified Staff Custodian School Resource Officer 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

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Comprehensive Safe School Plan
2011-2012
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 Install and maintain cameras throughout the campus to monitor student activity <ul style="list-style-type: none">• Sixteen cameras are currently installed and working.• One new camera has been re-installed to replace the camera in the weight room.• Three new cameras were installed for increased security (two cameras to view the bus loading area and one camera to view the portables across from the weight room).• School administrators, WPUSD Director of Technology, custodian, or campus supervisors contact SSI whenever any problems with the cameras are encountered.
2.0 Modernize the alarm system and the bell system <ul style="list-style-type: none">• Integrated Alarm System installed a new fire alarm system in 2010.• Advanced Power installed the new bell system in 2010.
3.0 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 December 2011, the plumbing in the restrooms in the main office will be repaired and maintained.
4.0 Add new facilities <ul style="list-style-type: none">• Three portables were added at the beginning of the 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. The two science teachers who moved into their new classrooms had previously taught science in a regular classroom.

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Comprehensive Safe School Plan
2011-2012
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.

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Comprehensive Safe School Plan
2011-2012
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
- County social services support systems are coordinated with the school to provide need 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 1486.

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.
- Three 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.

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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.
- Because of the increase of student population, three portable classrooms and two science labs were added on 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 a positive style and tone. Shared decision making is encouraged and change and innovation that will lead to student success is looked upon as something positive.

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, 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.
- Conditions that promote maximum learning for students are in place. Staff members are encouraged to promote good citizenship, appreciation of all differences, student responsibility, career goals and critical thinking.
- No student has the right to disrupt the education of another student.

Discipline and Consequences

- Policies and procedures are in place for any disciplinary action which may be required. Students and parents are informed of these policies through printed information sheets, school website, conferences and/or meetings.

The School's Culture

Affiliation and Bonding

- Students and staff feel safe and secure on the campus. Students and staff take pride in Lincoln High School and strive to make it a friendly environment for everyone.

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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.

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Comprehensive Safe School Plan
2011-2012
Lincoln High School

Crisis Response
Staff Assistance

Staff Member	CPR	First Aid	Translation	Counseling	Runner
Allen, Tami					X
Allen, Tim	X	X		X	X
Amalong, Jared	X	X		X	X
Anderson, Evelyn				X	X
Armistead, Jessica	X				X
Ash, Robert	X	X			X
Baird, Janet	X				X
Bartley, Alice				X	X
Benedict, Debbie	X	X		X	
Berns, Jay					
Bombard, Chris					
Bombard, Ersula				X	X
Bonito, Cindy				X	X
Boram, Betty Jo	X	X			
Brown, Connie					X
Byron, Ellen				X	X
Caldwell, Jan	X	X			
Carlton, Susie	X	X			
Cash, Jeff					X
Chappelle, Eric			X Spanish		X
Chavez, Stephanie				X	X
Christiansen, Kendra	X	X			X
Coast, Kim			X Spanish	X	X
Courage, Marilyn					
Cullen, Mary Louise			X French	X	
Cummins, Ed					X
Duer, Jeff					
Edwards, Marilou			some tagalog (Philippines)	X	X
Emerson, Charlene				X	X
Everitt, Tina	X	X			X
Fiorca, Karyn Fiorca	X				X
Foley, Jill			X French		X
Foxworthy, David					X
Freestone, Mark	X	X	X Spanish		
Garcia, Cathy					X

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Gastman, Kelly	X	X		X	X
Gillming, Jeff				X	X
Green, Barbara					
Griesmer, Donna			X Spanish	X	
Griffin, Nancy	X	X			X
Hagman, Cindy				X	
Haight, Reannon	X	X		X	X
Halbert, Bill	X	X			
Harris, Lori					X
Hess, Barrett	X	X	X Ring Horn	X	X
Hill, David					X
Horton, Jennifer		X		X	X
Hutchinson, Carol				X	
Jepson, Valerie			X Spanish		
Jocoy, Clelia	X	X	X Spanish & ASL		
Joe, Alex	X	X		X	X
Jones, Mark	X	X		X	X
Kasprytzki, Jeanette	X	X			
Kelley, Tom				X	
Kimbrough, Mike					X
Koleff, Dawn		X			
Lewis, Brett	X	X			X
Lillie, Tracey				X	
Little, Holli					X
Lomeli, Elizabeth					X
Lowe, Ken	X	X			X
MacQueen, Mary					X
Maul, Mike	X	X	X Spanish		X
McCroskey, Tara	X	X			
McGinn, Vonnice					
Melendrez, Diana					X
Mendoza, Rita	X	X			
Mosier, Tina	X	X			X
Norris, Cassandra	X	X		X	
Osburn, Anthony	X	X		X	
Palafox, Ben	X	X	X Spanish	X	X
Pierce, Bob	X	X		X	X
Pierce, Heather		X Diabetics			X
Radican, Sheila	X			X	
Retallack, Mandy		X			X
Roberts, Gail					X
Roberts, Gary	X		X Spanish X French		
Salsberry, Donna				X	X
Scontriano,					

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Seacrist, Scott		X		X	X
Shurson, Kerry				X	
Smith, Janet				X	X
Smith, Val	X	X			X
Spratling, Jim				X	X
Stanley, Lori	X	X		X	
Staus, Laura				X	X
Tofft, Debbie	X				
Tofft, Donna	X	X			X
Tofft, Matt	X	X			X
Torri, Kristina					X
Treanor, Jason	X	X			
Trueblood, Mike					
Walker, Cassandra	X				X
Ward, Sylvia					
Williams, Dan	X	X		X	
Williams, Eric					X
Zamora, Betty	X	X	X		X
Eva Morales			X		
Roberta "Nancy" Lopez			X		

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Comprehensive School Safety Plan

PHOENIX HIGH SCHOOL

2011-2012

Revised 12-15-11

**Western Placer Unified School
District
Phoenix High School
870 J Street
Lincoln, CA 95648**

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Western Placer Unified School District
Comprehensive Safe School Plan 2010-2011

Phoenix High School
School/Site

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Comprehensive School Safety Plan 2011-2012 MEMBERSHIP

Phoenix High 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 Rep.	Student	Other (specify)
1. Michael Doherty	X								
2. Jeanine Troxel		X							
3. Jennifer Nelson			X						
4. Tracy Gruber			X						
5. Cindy Farris			X						
6. Clint Nelson			X						
7. Remy Rayes			X						
8. Alice Bartley			X						
9. MaryLou Resendes			X						
10. Rudy Brito								X	
11. Carroll Pribble				X					

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Comprehensive School Safety Plan 2010-2011

STUDENT DATA SUMMARY

Phoenix High School

Data Source	School/Site				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
• Discipline records					
Suspensions (number of incidents)	146	185	208	120	128
Expulsions	5	5	10	0	3

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.

Comprehensive School Safety Plan 2010-2011

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.

Comprehensive Safe School Plan 2011-2012

ENSURING SAFE AND ORDERLY ENVIRONMENT
Component I

Phoenix High School
School/Site

Component I: People and Programs

Goal #1:

To create and foster a positive, safe, and caring learning environment in which all students can feel safe, experience success, and build self-esteem.

Objectives:

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.

1.0 Related activities:

- a. Revise, updated and deliver the PHS School Handbook to all students
- b. Consistently enforce the discipline policy and model desire classroom behaviors.
- c. Educate and implement the District's new attendance policies, procedures and expectations with students at first day assembly.
- d. Institute tardy policy: if a student is late, then he/she will serve a same day detention (12:45 – 1:15 pm).
- e. Implement period schedule: students assigned to content area classrooms each period with 1st period homeroom.
- f. Counselor on campus every Wednesday (8:00 am – 12:00 pm) emphasis on school to career counseling – all students graduating with the opportunity to go higher.
- 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.
- 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 2010-2011

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\$
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 2010-2011

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. 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 2010-2011

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 \$
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

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

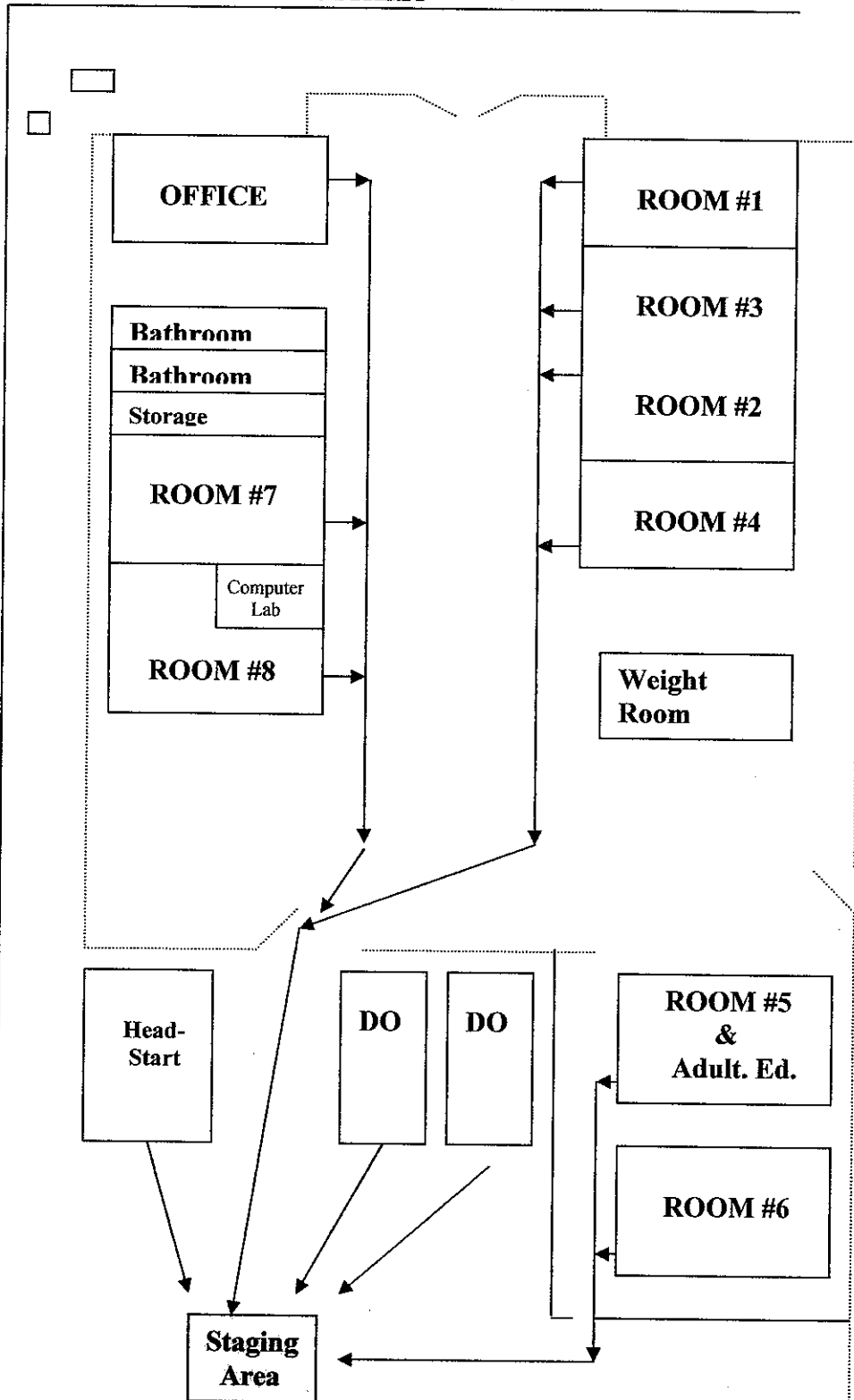
Post Crisis plan.

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.**

PHOENIX HIGH SCHOOL FIRE EVACUATION PLAN

J STREET



Updated 09-12-08

7.2.142

**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:

Local Educational Area Plan (LEAP)

REQUESTED BY:

Mary Boyle

DEPARTMENT:

INPUT/SOURCE:

Educational Services

MEETING DATE:

January 10, 2012

AGENDA ITEM AREA:

Action

ENCLOSURES:

Annual Revision – LEAP

Title I Addendum

FINANCIAL

Requirement for Federal

Funding

ROLL CALL REQUIRED:

No

BACKGROUND:

In May, 2002, the CA State Board of Education (SBE) adopted five goals and twelve performance indicators for No Child Left Behind as part of California's commitment to the development of an accountability system to achieve the goals of NCLB. Those five goals pertain to: ALL students achieving proficiency in reading and mathematics by 2013-14; English Learners becoming proficient in the English language and reaching proficiency in reading/language arts and math; all teachers being highly qualified by 2005-06; all students being educated in safe, drug-free learning environments that are conducive to learning; and all students graduating from high school. The original requirement was for a five year plan, that ended June, 2008. CDE has advised districts to continue updating their LEAP plans as we await new and/or revised NCLB regulations from the federal government.

WPUSD established a new five-year LEAP Plan for July 1, 2008 – June 30, 2013, with annual updates required. The update for the current school year is attached. The enclosed plan includes goals that interrelate with three other required compliance processes – the Consolidated Application (district plan for federal and state categorical monies); the Single Plan for Student Achievement (site plans for considering student achievement data and improving programs) and the Federal Program Monitoring – FPM (formerly CPM – Categorical Program Review; formerly CCR -Coordinated Compliance Review), a district review of categorical programs and expenditures. WPUSD progress is excellent in all areas; progress needs to continue in the areas of ALL students showing proficiency in ELA and Math STAR testing (District - Title I Year 1 Program Improvement/PI) and EL students achieving proficiency in English Language Arts on STAR testing (District - Title III Year 4 PI). (Currently, CDE lists 72% <697 of 958> of CA

school districts as being in some form of program improvement status.) The current LEAP Plan includes a Title I Improvement Plan Addendum to address improvement in these areas. A Title III Improvement Plan Addendum (which has a later deadline) will be presented to the Board at its January 24, 2012 meeting for approval.

ADMINISTRATION RECOMMENDATION:

Approval of revised Revised Local Educational Area Plan (LEAP) including Title I Improvement Plan Addendum.

7.3.1

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) **Plan Information:**

Name of LEA: Western Placer Unified School District

County District Code: 31-66951

Date of Local Governing Board Approval: January 10, 2012

District Superintendent: Scott Leaman

Address: 600 6th Street, Suite 400

City: Lincoln, CA

Zip Code: 95648

Phone: 916-645-6350

FAX: 916-645-6356

E-mail:
mboyle@wpusd.k12.ca.us

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:

Scott Leaman

Signature of Superintendent	Printed Name of Superintendent	Date
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Damian Armitage

Signature of Board President	Printed Name of Board President	Date
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Lynn Kelso

Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
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Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.

7.3.2

District Name: Western Placer Unified CD Code: 31-66951

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/act/i/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Based on the District Assistance Survey (DAS) results, we have noted the following:</p> <p>There were very few (less than 13%) responses in any area indicating minimal implementation was being made in the best practices surveyed by the DAS. Many responses (33% - 92%, average of 70%) indicated full implementation. A number of responses (33% - 65%) indicated progress is being made and needs to continue in the following areas, for which we have written goals in this Title I Plan Addendum:</p> <p>Implementation/Use of Pacing Guides, Common Formative Assessments, Instructional Time & Intervention Programs for Reading/Language Arts and Mathematics across all grade levels at all sites in the district; ALL students consistently exposed to core curriculum; teacher evaluations linked to implementation of standards-based curriculum, instruction, assessment; and support/professional development for site administrators and teachers in these areas.</p>	(continued on next page)	(continued on next page)	(continued on next page)	(continued on next page)

7.33

<p>GOAL #1: Full implementation of Pacing Guides, Common Assessments, Instructional Time & Intervention Programs for ELA & Math</p> <p>1A Complete & Implement Common Course Pacing Guides & Course Assessments for ELA, Math, Soc & Science at Glen Edwards & Twelve Bridges Middle Schools</p> <p>1B Align Common Course Pacing Guides & Course Assessments for ELA, Math, Soc & Science between Glen Edwards and Twelve Bridges Middle Schools</p> <p>1C Complete & Implement Common Course Pacing Guides & Course Assessments for ELA, Math, Soc & Science at Lincoln High School</p> <p>1D Monitor implementation of Common Pacing Guides & Assessments for ELA & Math K/5</p> <p>1E Monitor instructional minutes for ELA instruction at grades K – 5 – ensuring at least 120 minutes of daily ELA instruction/practice</p> <p>1F Provide ALL students instruction in core curriculum whenever possible (EL, RSP, SDC, etc.) – scaffolding and providing supports as necessary</p> <p>1G Utilize the information from common formative assessments in collaborative PLC conversations on a bimonthly basis to adjust/inform instruction</p> <p>1H Create short-term, flexible intervention groups as needed to pre-teach, re-teach core ELA and Math curricular concepts on a daily basis, providing protected time in the daily schedule for such.</p> <p>1I Implement research-based Tier III intervention programs with fidelity as needed for students needing more support than core provides~</p> <ul style="list-style-type: none"> • Reading Mastery/Corrective Reading – K/8 • Hampton Brown High Point – 4/8 • Hampton Brown Edge – 9/12 <p>1J Complete a study of General Ed/Special Ed through a Gen Ed/Sp Ed Workgroup, making recommendations for district improvement in special education services.</p>	<p>1A/B Middle School Principals/Teachers</p> <p>1C High School Principals/Teachers</p> <p>1D/E Elementary Principals/Teachers</p> <p>1F Principals, Special Ed Director, Dpty Supt Ed Services</p> <p>1G Teachers K/12</p> <p>1H Principals/Teachers K/12</p> <p>1I Principals, Special Ed Director, Dpty Supt Ed Services</p> <p>1J Dpty Supt Ed Services, Special Ed Director</p>	<p>1A Oct '11 – Feb '12</p> <p>1B June '11</p> <p>1C Oct '11 – Mar '12</p> <p>1D/E Aug '11 – May '12</p> <p>1F Aug '11 – May '12</p> <p>1G Aug '11 – May '12</p> <p>1H Jan '12 – May '12</p> <p>1I Jan '12 – May '12</p> <p>1J Nov '11 – Feb '12</p>	<p>1A \$1000</p> <p>1B \$2000</p> <p>1C \$1000</p> <p>1D/E \$0</p> <p>1F \$50,000 (ISP's, other support personnel)</p> <p>1G/H \$0</p> <p>1I \$15,000 (curriculum)</p> <p>1J \$2000</p>	<p>1A SLIG</p> <p>1B Prof Dev Block Grant 1C Prof Dev Block Grant</p> <p>1D/E N/A</p> <p>1F Pupil Retention Block Grant, EIA, Title I</p> <p>1G/H N/A</p> <p>1I IMFRP, Lottery</p> <p>1J Prof Dev Block Grant</p>
<p>Goal #2: Support for Site Administrators and Teachers in Implementation of Goal #1 Components</p> <p>2A Utilize time at monthly C & I meetings to provide professional development & PLC time for site administrators re Goal #1 components.</p> <p>2B Utilize time at monthly site Staff Meetings to provide professional development & discussion time for teaching staff re Goal #1 components.</p> <p>2C Protect PLC time in the annual calendar and in the monthly schedule.</p>	<p>2A Deputy Supt Ed Services</p> <p>2B Principals</p> <p>2C Deputy Supt Ed Serv, Negotiating Team, Prin.</p>	<p>2A Aug '11 – Dec '12</p> <p>2B/C Aug '11 – Dec '12</p>	<p>2A /B/C \$0</p>	<p>2A/B/C N/A</p>

7.3.4

<p>Goal #3: Keep All Students in Core Curriculum Whenever Possible.</p> <p>3A Ensure all EL, SVD, Hispanic, SED, and other "performance gap" students remain in core curriculum in general education setting as the "default" choice.</p> <p>3B Support all "performance gap" students with interventions to support their success in the core curriculum within the school day.</p> <ul style="list-style-type: none"> Each site will create an intervention program/schedule to meet its students' needs <p>3C Provide schoolwide & classroom behavioral supports to all students so that they may remain in core curriculum in general education setting whenever possible.</p> <p>3D Provide core curriculum in alternative setting when necessary.</p> <p>3E Leave core curriculum for other intervention programs only when absolutely necessary, returning to core at earliest possible time.</p> <p>Goal #4: Link Teacher Evaluations to Implementation of Standards-Based Curriculum, Instruction & Assessment.</p> <p>4A Utilize the newly negotiated and adopted WPUUSD Teacher Evaluation process and instruments to address this area.</p> <ul style="list-style-type: none"> Provide teacher inservice in the new forms and processes Provide administrator inservice in the new forms and processes Provide support through the PAR (Peer Assistance Review) program for teachers needing and/or desiring assistance 	<p>3A Principals</p> <p>3B Principals, Lead Teachers</p> <p>3C Principals, Lead Teachers, SBLT</p> <p>3D/E Principals, Lead Teachers, ELD & Sp Ed Program Specialists, Director Sp Ed, Dpty Supt Ed Serv</p> <p>4A Dir of Human Resources, WPTA Leadership, Principals, Negotiating Team</p>	<p>3A Aug '11 – May '12</p> <p>3B Aug '11 – May '12</p> <p>3C Jan '11 – May '12</p> <p>3D/E Aug '11 – May '12</p> <p>4A Sept '11 – May '12</p>	<p>3A \$0</p> <p>3B \$0</p> <p>3C \$5000 (PBIS Training, etc.)</p> <p>3D/E TBD</p> <p>4A TBD</p>	<p>3A/B N/A</p> <p>3C Prof Dev Block Grant, SLIG</p> <p>3D/E TBD</p> <p>4A PAR</p>
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7.3.5

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>As always, 100% of all students will participate in STAR testing.</p> <p>Goal #1: WPUSD missed the 2011 67.0% AYP proficiency target in the following groups for ELA (district-wide 2011 results). We have set Safe Harbor targets for each group, as shown in <brackets>.</p> <ul style="list-style-type: none"> • Overall (64.3%) <67.9%> • Hispanic (50%) <55%> • Socio-Economically Disadvantaged (SED) (46.6%) <51.9%> • English Learners (EL) (36.4%) <42.8%> • Students with Disabilities (SWD) (41.1%) <47.0%> 	1 Dpty Supt Ed Serv, Principals, Teachers, Support Staff, Students	1 Aug '11 – May '12	N/A	N/A
<p>Goal #2: WPUSD missed the 2011 67.3% AYP proficiency target in the following groups for Math (district-wide 2011 results). We have set Safe Harbor targets for each group, as shown in <brackets>.</p> <ul style="list-style-type: none"> • Overall (64.4%) <68.0%> • Hispanic (53.6%) <58.2%> • Socio-Economically Disadvantaged (SED) (50.0%) <55%> • English Learners (EL) (46.4%) <51.8%> • Students with Disabilities (SWD) (45.4%) <50.9%> 	2 Dpty Supt Ed Serv, Principals, Teachers, Support Staff, Students	2 Aug '11 – May '12	N/A	N/A
<p>Goal #3: WPUSD made our API growth target and graduation rate target. However, we have set the following goals <in brackets> for 2011/12:</p> <ul style="list-style-type: none"> • Graduation Rate (85.68) <90.0%> (NOTE: Incomplete data corrections two years ago when CALPADs went into effect have resulted in a reported graduation rate that is significantly lower than the actual graduation rate; it will be another year or two before that old incorrect data is no longer counted in the annual graduation rate.) • API Goal (822) <830> (NOTE: Continued goal of API improvement, even though none is required above 800.) 	3 Dpty Supt Ed Serv, Principals, Teachers, Support Staff, Student	3 Aug '11 – May '12	N/A	N/A

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Goal #1: Full implementation of Professional Learning Communities (PLC's) -</p> <p>1A ALL core teachers receive two-day DuFours workshop professional development</p> <p>1B Implement two early-release days/month for protected PLC time for teacher collaboration</p> <p>1C Implement pacing guides (written by teacher groups) at ALL grade levels for ELA and Mathematics – by grade level K/5; by department/course 6/12.</p> <p>1D Implement common formative assessments (written by teacher groups) at ALL grade levels for ELA and Mathematics – by grade level K/5; by department/course 6/12.</p> <p>1E Use bimonthly early-release day time for collaboration around student learning, sharing formative data, best instructional strategies, creating intervention groups, etc.</p> <p>1F Monitor use of bimonthly early-release day time for the above.</p> <p>1G Provide administrative support to principals; monitor use of bimonthly early-release day time.</p>	<p>1A Dpty Supt Ed Serv, Principals, Teachers</p> <p>1B Dpty Supt Ed Serv, Principals</p> <p>1C Dpty Supt Ed Serv, Principals, Teacher Leaders</p> <p>1D Dpty Supt Ed Serv, Principals, Teacher Leaders</p> <p>1E Teachers</p> <p>1F Principals</p> <p>1G Dpty Supt Ed Serv</p>	<p>1A November '11 & March '12</p> <p>1B Aug '11 – May '12</p> <p>1C K/5 Aug '11; 6/12 by Mar '12</p> <p>1D K/5 Aug '11; 6/12 by Mar '12</p> <p>1E/F/G Aug '11</p>	<p>1A \$20,000</p> <p>1B None</p> <p>1C \$10,000</p> <p>1D \$10,000</p> <p>1E None</p> <p>1F None</p> <p>1G None</p>	<p>1A/C/D Title II & Prof Dev Block Grant</p> <p>1B/E/F/G N/A</p>
<p>Goal #2: Active Student Engagement</p> <p>2A Teachers & Administrators will be encouraged to attend PCOE Effective First Instruction Series – including Active Engagement – learning specific strategies to take back to classrooms; Kevin Feldman workshop</p> <p>2B Book studies will be available/encouraged re professional reading on Active Engagement</p> <p>2C Articles on Active Engagement will be shared at monthly C & I with principals, for taking back/sharing at sites.</p> <p>2D ALL administrators will conduct walkthroughs at least w/ky– going into classrooms to observe/encourage active student engagement</p> <p>2E Teachers will be encouraged to visit one another's classrooms for peer coaching and support of implementation of this concept.</p>	<p>2A/B Dpty Supt Ed Serv, Principals, Teachers</p> <p>2C Dpty Supt Ed Serv, Principals</p> <p>2D Principals</p> <p>2E Teachers, Principals</p>	<p>2A Nov/Dec '11</p> <p>2B/C Jan '12</p> <p>2D Aug '11-June '12</p> <p>2E Jan '12 – May '12</p>	<p>2A/B \$1000</p> <p>2C/D None</p> <p>2E \$3000 (subs)</p>	<p>2A/B Staff Dev Block Grant; SLIG; Title II</p> <p>2C/D N/A</p> <p>2E Title II</p>

7.3.7

<p>Goal #3: Checking for Understanding</p> <p>3A Teachers & Administrators will be encouraged to attend PCOE Effective First Instruction Series – including Checking for Understanding – learning specific strategies to take back to classrooms</p> <p>3B Book studies will be available/encouraged re professional reading on Checking for Understanding</p> <p>3C Articles on Checking for Understanding will be shared at monthly C & I with principals, for taking back/sharing at sites.</p> <p>3D ALL administrators will conduct walkthroughs at least wklly– going into classrooms to observe/encourage checking for understanding</p> <p>3E Teachers will be encouraged to visit one another's classrooms for peer coaching and support of implementation of this concept.</p> <p>classrooms to observe/encourage active checking for understanding</p>	3A/B Dpty Supt Ed Serv, Principals, Teachers	3A Jan '12	3A/B \$1000	3A/B Staff Dev Block Grant; SLIG; Title II
	3C Dpty Supt Ed Serv, Principals	3B/C Jan '12	3C/D None	3C/D N/A
	3D Principals	3D Aug '11- June '12		
	3E Teachers, Principals	3E Jan '12 – May '12	3E \$3000 (subs)	3E Title II
<p>Goal #4: Direct Instruction & Lesson Design</p> <p>4A Teachers & Administrators will be encouraged to attend PCOE Effective First Instruction Series – including Direct Instruction & Lesson Design – learning specific strategies to take back to classrooms</p> <p>4B Book studies will be available/encouraged re professional reading on Direct Instruction & Lesson Design</p> <p>4C Articles on Direct Instruction & Lesson Design will be shared at monthly C & I with principals, for taking back/sharing at sites.</p> <p>4D ALL administrators will conduct walkthroughs at least wklly– going into classrooms to observe/encourage direct instruction</p> <p>4E Teachers will be encouraged to visit one another's classrooms for peer coaching and support of implementation of this concept.</p> <p>classrooms to observe/encourage direct instruction</p>	4A/B Dpty Supt Ed Serv, Principals, Teachers	4A Jan '12	4A/B \$1000	4A/B Staff Dev Block Grant; SLIG; Title II
	4C Dpty Supt Ed Serv, Principals	4B/C Jan '12	4C/D None	4C/D N/A
	4D Principals	4D Aug '11 – June '12		
	4E Teachers, Principals	4E Jan '12 – May '12	4E \$3000 (subs)	4E Title II
<p>Goal #5: Learning Objectives & Activating Prior Knowledge</p> <p>5A Teachers & Administrators will be encouraged to attend PCOE Effective First Instruction Series – including Learning Objectives/Activating Prior Knowledge-learning specific strategies for classroom</p> <p>5B Book studies will be available/encouraged re professional reading on Learning Objectives & Activating Prior Knowledge</p> <p>5C Articles on Learning Objectives & Activating Prior Knowledge will be shared at monthly C & I with principals, for taking back/sharing at sites.</p> <p>5D ALL administrators will conduct walkthroughs at least wklly– going into classrooms to observe/encourage learning objectives/prior knowledge</p> <p>5E Teachers will be encouraged to visit one another's classrooms for peer coaching and support of implementation of this concept.</p>	5A/B Dpty Supt Ed Serv, Principals, Teachers	5A/B Feb '12	5A/B \$1000	5A/B Staff Dev Block Grant; SLIG; Title II
	5C Dpty Supt Ed Serv, Principals	5/C Feb '12	5C/D None	5C/D N/A
	5D Principals	5D Aug '11 – June '12		
	5E Teachers, Principals	5E Feb '12 – May '12	5E \$3000 (subs)	5E Title II

7.3.8

Goal #6: Presentation & Practice 6A Teachers & Administrators will be encouraged to attend PCOE Effective First Instruction Series – including Presentation & Practice– learning specific strategies to take back to classrooms 6B Book studies will be available/encouraged re professional reading on Presentation & Practice 6C Articles on Presentation & Practice will be shared at monthly C & I with principals, for taking back/sharing at sites. 6D ALL administrators will conduct walkthroughs at least w/ky– going into classrooms to observe/encourage presentation & practice 6E Teachers will be encouraged to visit one another's classrooms for peer coaching and support of implementation of this concept.	6A/B Dpty Supt Ed Serv, Principals, Teachers	6A/B Feb '12 – Mar '12	6A/B \$1000	6A/B Staff Dev Block Grant; SLIG; Title II
	6C Dpty Supt Ed Serv, Principals	6/C Feb '12	6C/D None	6C/D N/A
	6D Principals	6D Aug '11 – June '12		
	6E Teachers, Principals	6E Mar '12 – May '12	6E \$3000 (subs)	6E Title II

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Redundant – See Sections 1 – 3 above. All goals are based on full implementation statements in the District Assistance Survey (DAS).				

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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Goal #1: Provide admin/teacher professional development in PLC's – DuFours 2-day training	1 Dpty Supt Ed Serv	1 November '11	1 \$20,000	1/2/3/4 Title II, Prof Dev Block Grant, Title I
Goal #2: Provide admin/teacher professional development in core ELA and Math programs	2 Dpty Supt Ed Serv	2 Fall 2012	2 \$40,000	
Goal #3: Provide admin/teacher professional development in interpreting data and developing flexible intervention groups	3 Dpty Supt Ed Serv, Prog Spec Intervention	3 Spring 2012	3 \$10,000	
Goal #4: Provide admin/teacher professional development in best first instruction	4 Dpty Supt Ed Serv	4A Nov '11 – Mar '12 4B Feb '12 – May '12	4A \$2,000 4B \$10,000	
Goal #5: Provide admin/teacher professional development in differentiating instruction	5 Dpty Supt Ed Serv, GEMS Principal	5 Nov '11 & Mar '12	5 \$10,000	5 Title I
Goal #6: Provide admin/teacher professional development in developing academic language	6 Intervention Program Specialist, Principals	6 Spring 2012	6 \$20,000	6 Title I, Title II

7.3.10

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- ☐ If Title I only: Complete 6b
☐ If Title III Year 1: Complete 6b
☐ If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
☒ If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

b. Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
See CAIS – District is Title III Year 4				

7.3.11

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.		Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ol style="list-style-type: none"> Before/After School Tutoring <ul style="list-style-type: none"> Site Tutoring, STAR Program, ASES CARE Program, SES, LHS Peer Tutoring Summer Bridge Programs <ul style="list-style-type: none"> Title I, PCOE/WPUSD Better to Best Summer School <ul style="list-style-type: none"> Special Ed, High School Credit Recovery 		1. Dpty Supt Ed Serv, Principals, STAR/CARE Coordinators	1. Aug '11 – May '12	1. \$100,000	1. ASES, Title I, EIA, SLIG
		2. Intervention Program Specialist	2. Summer '11, Summer '12	2. \$50,000	2. Title I
		3. Dpty Supt Ed Serv, Summer School Principal, Principals, Director of Special Ed	3. Summer '11, Summer '12	3. \$75,000	3. Supplemental Instructional Funding, Special Education, General Fund, Lottery

2. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.		Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<ol style="list-style-type: none"> Parents are a vital part of the planning process and involvement at each school site. Parents are invited to be a part of each campus through programs such as Watch DOGS (Dads of Great Students), MOMS at Lunch (monitors), Boosters, APTS (Association of Parents and Students), fundraising, etc. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each 		1. Principals	1. Annually	1. \$500 per program (copying costs)	1. SLIG, Discretionary General Fund
		2. Principals	2. Monthly	2. None - Time	2. N/A

7.3.12

<p>council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation.</p> <p>3. Parents are involved in student activities such as athletics, school-wide assemblies, cultural events, special reading nights, dances, field trips and Red Ribbon Week.</p> <p>4. Periodic parenting class/programs are presented such as Parent Project, PIQUE (Parent Institute for Quality Education), Adult Ed ESL, TIPS (Topics of Interest to Parents and Students), Internet Safety, Latino Literacy Project, Parent Computer Classes, etc.</p> <p>5. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. This information is also available on the district website.</p> <p>6. Title I schools host a parent evening for explanation of the Title I program and signing of the Parent Compacts.</p> <p>7. School accountability report cards are available on the district web site. The school accountability report cards (SARC's) are placed on the district web site as well.</p> <p>8. Parents receive regular notifications by phone (robocalls) and email of special events, grading schedules, finals schedules, reminders, etc.</p> <p>9. Each school site and the district office maintain a website with current information for parents. The district site includes a "Parent Resources" section to assist parents. The site websites include teacher pages and calendars of assignments at the secondary level.</p> <p>10. Secondary schools have all grading information electronically available to parents through parent portals; parents can check grades daily.</p>	<p>3. Principals</p> <p>4. Principals, Dpty Supt Ed Services, Adult Ed Principal, Director of Technology, Intervention Program Specialist</p> <p>5. Principals, Dpty Supt Ed Services</p> <p>6. Title I School Principals</p> <p>7. Principals, Dpty Supt Ed Services</p> <p>8. Principals, Dpty Supt Ed Services</p> <p>9. Principals, Dpty Supt Ed Services</p> <p>10. Principals, teachers</p>	<p>3. Monthly</p> <p>4. Quarterly</p> <p>5. August, annually</p> <p>6. Annually</p> <p>7. February, annually</p> <p>8. Periodic</p> <p>9. Daily</p> <p>10. Daily</p>	<p>3. \$500 per event (copying, materials, etc.)</p> <p>4. \$1000 - \$5000 per event</p> <p>5. \$2000 (copying)</p> <p>6. \$100 per event</p> <p>7. None - Time</p> <p>8. \$15,000 (School Msgr)</p> <p>9. \$10,000 (DNA)</p> <p>10. \$9000 (Part of Aeries Service)</p>	<p>3. SLIG, Site Discretionary General Fund, Fundraising</p> <p>4. Title I, Title III, Site Discretionary General Fund</p> <p>5. General Fund</p> <p>6. Title I</p> <p>7. N/A</p> <p>8. General Fund</p> <p>9. General Fund</p> <p>10. General Fund</p>
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7.3.13

No Child Left Behind Act of 2001
January 10, 2012
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): Western Placer Unified School District

County/District Code: 31-66951

Dates of Plan Duration: July 1, 2008 to June 30, 2013

Date of local governing board approval: June 17, 2003 (original plan); January 10, 2012 (latest update)

District Superintendent: Scott Leaman

Address: 600 6th Street, Suite 400

City: Lincoln, CA

Zip code: 95648

Phone: 916-645-6350

Fax: 916-645-6356

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Scott Leaman

1/10/12

Printed or typed name of Superintendent

Date

Signature of Superintendent

Damian Armitage

1/10/12

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals:**

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
 - 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics**
 - 3. By 2005-2006, all students will be taught by highly qualified teachers.**
 - 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
-
- 1. All students will graduate from high school.**

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact

Descriptions of the Consolidated Application, the Local Education Agency Plan, Single Plans for Student Achievement, and the Categorical Program Review Process.

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review.

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain *programmatic* requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

The Single Plan for Student Achievement (SPSA – Site Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually. **(Although the duration of the plan ended June, 2008, CDE advises all LEA's to continue to update LEAP plans pending reauthorization or changes to NCLB.)**

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
✓	Title I, Part A	✓	EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✓	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
✓	Career Technical Education		Tenth Grade Counseling
✓	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✓	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2010-2011 District Carryovers	2011-12 District Entitlements	2011-12 Direct Services to Students at School Sites (\$)	2011-12 Direct Services to Students at School Sites (%)
Title I, Part A (3010)				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality (4035)				
Title II, Part D, Enhancing Education Through Technology (4045)				
Title III, Limited English Proficient (4203)				
Title III, Immigrants (4201)				
Title IV, Part A, Safe and Drug-free Schools and Communities (3710)				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education – TPP (3410)				
Career Technical Education (3550)				
McKinney-Vento Homeless Education				
IDEA, Special Education (3310)				
21 st Century Community Learning Centers (4124)				
Other (describe) Title VI Innovation (4110)				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	2010 -11 District Carryovers	2011-12 District Entitlements	2011-12 Direct Services to Students at School Sites (\$)	2011-12 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient (7091)				
State Migrant Education				
School Improvement (0395)				
Child Development Programs				
Educational Equity				
Gifted and Talented Education (0140)				
Tobacco Use Prevention Education – (Prop. 99) (6660)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (6405)				
Tenth Grade Counseling (7375)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				

- Tier III Flexibility eliminates reporting requirements; some of these funds were swept through Tier III flexibility.

Part II

The Plan

For a complete set of needs assessments and the SMART Goals (Specific Measurable Attainable Results-Oriented and Timely) for each site to improve student achievement, including specific actions to improve educational practice, timelines, related expenditures, costs, and funding sources, see each school's Single Plan for Student Achievement (SPSA), updated, and approved by the Board of Trustees on November 15, 2011 and available on the district's website.

SPSA Site Plan Goals

<i>GOAL</i>	Creekside Oaks	Carlin Coppin	First Street	Foskett Ranch	Lincoln Crossing Sheridan	Twelve Bridges El	Twelve Bridges El	Glen Edwards	Lincoln High	Phoenix High
Provide intervention and enrichment services	X	X	X	X	X X	X	X	X	X	X
Improve parent communication/family involvement	X	X	X	X	X X	X	X	X	X	X
Meet AYP targets through increased student achievement	X	X	X	X	X X	X	X	X	X	X
Prepare students to pass CAHSEE									X	X
Improve performance in math	X	X	X	X	X X	X	X	X	X	X
Improve performance in language arts and reading	X	X	X	X	X X	X	X	X	X	X
Improve achievement of students in significant subgroups	X	X	X	X	X X	X	X	X	X	X
Improve students' technology skills	X	X	X	X	X X	X	X	X	X	X
Provide supplies and materials	X	X	X	X	X X	X	X	X	X	X
Professional development	X	X	X	X	X X	X	X	X	X	X
Standards-based instruction and technology	X	X	X	X	X X	X	X	X	X	X
Collaboration amongst teachers	X	X	X	X	X X	X	X	X	X	X

Descriptions – District Planning

Information from school site plans was used to assist in planning the goals in this document. Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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 schools as desirable places 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 limited only by their interest, ability and effort.

District Profile

The greater Lincoln area is served with Pre-Kindergarten through 12th grade educational facilities by the Western Placer Unified School District. The district has increased from 2,800 students in 1993 to over 6500 in 2011/12. The student body in Western Placer Schools is approximately 62% Caucasian, 26% Hispanic/Latino, 4% Asian; 3% Filipino; 2% African American; and 3% other ethnicities. Of our total students, 34% qualify for free or reduced lunch; 10% are English Learners; 6% are Reclassified English Learners; and 12% are Students with Disabilities. The Western Placer Unified School District has a California standards-based curriculum, instruction and assessment system. Each school site is continually identifying and prioritizing suggestions for program improvements and targeted interventions.

The Staff

We are very proud of the staff members that make up the Western Placer Unified School District. Each person plays a valuable role in providing the best educational opportunities possible, either directly in the educational process or indirectly by helping to maintain an orderly environment conducive to learning. Teachers receive training related to curriculum and instruction by attending workshops and conferences approved by the administration. The entire staff is provided opportunities and support to improve the skills needed to help students learn. A focus in the past three years has been on professional development in and implementation of Professional Learning Communities (PLC's) to facilitate instruction and learning.

Academic Performance Summary

1. Statewide Standards, Assessment and Accountability for LEA Plan

Statewide Standards

- ☒ Yes ☐ No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

- ☒ Yes ☐ No a. All students, including preschool and adult learners, participate in the appropriate programs in the statewide assessment system.
- ☒ Yes ☐ No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.
- ☒ Yes ☐ No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.
- ☒ Yes ☐ No d. The LEA, if selected, participates in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics.

Statewide Accountability

- ☒ Yes ☐ No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

2. Local Measures of Student Performance (*other* than State-level assessments)

Local Standards-based Assessments

- ☒ Yes ☐ No a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.
- ☒ Yes ☐ No b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.
- ☒ Yes ☐ No c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.
- ☒ Yes ☐ No d. Student achievement information is used to revise instruction and programs.
- ☒ Yes ☐ No e. Local assessments are used to determine appropriate student services and instruction.

Local Accountability

- ☒ Yes ☐ No a. The district will use the results of the student standards-based assessments to review annually the progress of each school.
- ☒ Yes ☐ No b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. (First Street School, Glen Edward Middle School and Phoenix High School)

7.3.27

☒ Yes ☐ No c. The district provides the required public school choice and supplemental services in Program Improvement schools.

☒ Yes ☐ No d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

Local Measures of Student Performance

The district gives the following local assessments :

1. Reading

Students participating in assessment	Houghton Mifflin Skills Assessments			District Trimester ELA Assessments		
	Date : 11/11	Date : 3/12	Date : 5/12	Date : 11/11	Date : 3/12	Date : 5/12
All Students						
Student Groups						
K	100%	100%	100%			
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The Houghton Mifflin Skills Assessments include Selection Tests, Theme Skills Tests and California Summative Tests, all of which are aligned with the California Standards. The District Trimester Assessments are tests are district-developed tests that are aligned with State Standards and the District Pacing Guide, and which provide formative assessments in fluency, word recognition, spelling, checking skills and writing each trimester. Additionally, Curriculum Based Measurement (CBM), California Reading Literacy Project (CRLP), BPST, Renaissance Learning STAR Reading and other skills measures are utilized to determine students' specific progress on meeting standards in reading. All required measures are being tracked through the OARS (Online Assessment Reporting System).

The district gives the following local assessments :

2. Mathematics

Students participating in assessment	HSP CA Math Chapter Tests			District Trimester Mathematics Assessments		
	Date : 11/11	Date : 3/12	Date : 5/12	Date : 11/11	Date : 3/12	Date : 5/12
All Students	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)	(K-Monthly)
Student Groups						
K	100%	100%	100%	100%	100%	100%
1	100%	100%	100%	100%	100%	100%
2	100%	100%	100%	100%	100%	100%
3	100%	100%	100%	100%	100%	100%
4	100%	100%	100%	100%	100%	100%
5	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Special Education students with severe disabilities participating in alternative measures	100%	100%	100%	100%	100%	100%

Description of local measures...

1. The CA HSP Math Chapter Tests and the District Trimester Mathematics Assessments are aligned with the California Standards. Additionally, Renaissance Learning STAR Mathematics, Curriculum Based Measurement (CBM) may be utilized to determine students' specific progress on meeting standards in math. All required measures are being tracked through OARS (Online Assessment Reporting System). Kindergarten uses monthly assessments through the ESGI (Educational Software for Guiding Instruction) system for both English Language Arts and Mathematics.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

Reading is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based on Teaching Profession Standards</p> <p>b) All instructional materials are aligned with state standards</p> <p>c) All new teachers participate in BTSA</p> <p>d) Training in Curriculum Pacing/Assessment Guides</p> <p>e) Publisher training on standards-based materials and intervention materials</p> <p>f) Use of Standards-aligned report card at elementary levels</p> <p>g) Implementation of Pacing Guides at ALL levels for Reading/ELA</p> <p>h) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS .</p>	<p>a) Principals</p> <p>b) District Admin. Services</p> <p>c) Director of Human Resources</p> <p>d) District Admin.</p> <p>e) Publishers/ Dpty Supt of Ed Serv</p> <p>f) All g/h) Principals/ Dpty Supt of Ed Serv/ Lead Teachers</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) Staff development</p> <p>f) None</p> <p>g/h) Time to write/edit/OARS</p>	<p>a) None</p> <p>b) \$100,000</p> <p>c) \$35,000</p> <p>d) \$3,000</p> <p>e) \$4,000</p> <p>f) None</p> <p>g/h) \$5000</p>	<p>a) N/A</p> <p>b) IMF/Lottery/Textbook Reserve</p> <p>c) County BTSA funds/PAR</p> <p>d) District</p> <p>e/f) District</p> <p>g/h) Prof Dev Block Grant</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12</p> <p>b) Students are evaluated on grade level standards on a regular basis</p> <p>c) State standards will be posted in classrooms</p> <p>d) Full implementation of PLC's for best first instruction/intervention</p>	<p>a) District Admin.</p> <p>b) Teachers</p> <p>c) District Admin.</p> <p>d) Principals/ Dpty Supt of Ed Serv/ Teachers</p>	<p>a) Cost of inst.materials</p> <p>b) None</p> <p>c) None</p> <p>d) Scheduling</p>	<p>a) \$100,000</p> <p>b) None</p> <p>c) \$500</p> <p>d) None</p>	<p>a) IMF/Lottery/Textbook Reserve</p> <p>b) N/A</p> <p>c) District</p> <p>d) None</p>

7.3.31

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for special education students with ESY in IEP's b) After-School programs of two or three hours in place at many sites c) Trimester system for increased credits at high school d) English Learner summer programs e) CARE After-School Program f) Increased in-class interventions & monitoring g) Implementation of PLC's/Timely & Specific Interventions	a) District b) District/Sites c) Lincoln High School d) District e) District f/g) Principals/Teachers	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e) Cost of program f/g)Scheduling costs; ISP support staff	a) \$75,000 b) \$500,000 c) None d) \$20,000 e) \$18,000 f/g) \$140,000	a) Hourly programs b) Grants c) None d) Hourly programs e) Grants f/g) EIA; Title I; Pupil Reten Block Grant
4. Increased access to technology: a) Students use Accelerated Reader program for K-8 b) CTAP courses offered c) District Technology plan/Site Tech Trainer workshops d) Laptops distributed to select sites e) Internet available in all classrooms f) Online learning for credit recovery at high schools	a) Sites b) District c) District d) District/Sites e) District f) Dept Supt Ed Ser	a) Cost of software b) Cost of courses c) None d) Cost of hardware e) Cost of connection f) Cost of program	a) \$20,000 b) \$2,000 c) N/A d) Completed e) \$10,000 f) \$40,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e/f) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Inservice in English Language Arts/Differentiated Instruction b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff e) Training/ Implementation of PLC's	a) Sites b) Teachers c) District d) PCOE/District e) District/Site Admin	a) Paid attendance b) Stipends c) Paid attendance c) Paid attendance d) Paid attendance e) Scheduling during day – including Early Release Days/other	a) \$15,000 b) \$35,000 c) \$5,000 d) \$5,000 e) \$25000	a) District & Title II b) District c) District & Title II d) District e) Prof Dev & Title II & SLIG

7.3.32

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/ELAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) \$2000 e) \$2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 reading intervention at all Title I sites b) After school interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at most sites e) Implementation of ECAT Team	a) Site/Teachers b) Site c) District d) District/Teachers e) Dir Sp Ed/Psychs	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program e) Cost of Program	a) \$300,000 b) \$5,000 c) \$30,000 d) \$200,000 e) \$50,000	a) Title I/SIP b) Site c) MAA d) State/Federal e) Dist/State/ Fed
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE/CELDT b) Determination of Annual Yearly Progress c) Monthly Monitoring of Progress through OARS - Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data h) Principal Monitoring of Bi-Monthly PLC's & Data Discussions	a) District/Site b) Site/State c) District/Site d) Site e) Site State/District/Site f) Evaluators g) Placer County Childrens Systems g) Principals - Monthly	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants h) None	a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None h) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants h) None

7.3.33

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I reading interventions for students below grade level b) Summer school for special education students with ESY in IEP's c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in during/after school intervention programs e) Special Education students served through program f) Effective PLC's (grade level/departmental) to address learning needs in timely manner 10. Any additional services tied to student academic needs: a) District has managed over \$500,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention	a) Site b) District c) Site d) District/Site e) District/Site f) Principals/Teachers	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits f) Intervention materials	a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000 f) \$20,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District f) Lottery

7.3.34

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

Mathematics is included on all site plans either as direct goal or part increased academic achievement.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Teacher evaluation instrument based Teaching Profession Standards</p> <p>b) All instructional materials are aligned with state standards – Identification of Essential Standards</p> <p>c) All new teachers participate in BTSA</p> <p>d) Publisher training on standards-based materials</p> <p>e) Use of Standards-aligned report card at elementary levels</p> <p>f) Full implementation of PLC's to address best first instruction & intervention</p> <p>g) Implementation of Pacing Guides at ALL levels for Reading/ELA</p> <p>h) Implementation/Monitoring of common formative assessments at ALL levels – uploading to OARS .</p>	<p>a) Principals</p> <p>b) District Admin. Services</p> <p>c) Director of Human Resources</p> <p>d) Publishers/ Asst. Supt. of Instructional Services</p> <p>e) All</p> <p>f) Principals/ Teachers</p> <p>g/h) Principals/ Dpty Supt of Ed Serv/ Lead Teachers</p>	<p>a) None</p> <p>b) Cost of inst. materials</p> <p>c) Cost of training, stipends, support provider</p> <p>d) Staff development</p> <p>e) None</p> <p>f) None</p> <p>g/h) Time to write/edit/ OARS</p>	<p>a) None</p> <p>b) \$15,000</p> <p>c) \$35,000</p> <p>d) \$4,000</p> <p>e) \$2,000</p> <p>f) None</p> <p>g/h) \$5000</p>	<p>a) N/A</p> <p>b) Professional Development</p> <p>c) County BTSA funds/PAR</p> <p>d) District</p> <p>e) District</p> <p>f) None</p> <p>g/h) Prof Dev Block Grant</p>

7.3.35

2. Use of standards-aligned instructional materials and strategies: a) District purchased state adopted materials K-8 or materials aligned with state standards 9-12 b) Students are evaluated on grade level standards on a regular basis c) State standards will be posted in classrooms d) Full implementation of PLC's for best first instruction/intervention e) Identification and implementation of intervention math materials/curricula	a) District Admin. b) Teachers c) District Admin. d) Principals/ Dpty Supt of Ed Serv/ Teachers e) Dpty Supt Ed Serv/ Principals/ Teachers	a) Cost of inst.materials b) None c) None d) Scheduling e) Cost of materials	a) \$150,000 b) None c) \$500 d) None e) \$20,000	a) IMF/Lottery/Textbook Reserve b) N/A c) District d) None e) Lottery/IMFRP
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7.3.36

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: a) Summer School for all special education students with ESY in IEP's b) After-School programs of two or three hours in place at most sites c) Trimester system for increased credits at high school d) English Learner summer programs e) Increased in-class interventions & monitoring f) Implementation of PLC's/Timely & Specific Interventions	a) District b) District/Sites c) Lincoln High School d) District e/f) Principals/Teachers	a) Cost of program b) Cost of program c) Cost of program d) Cost of program e/f)Scheduling costs; ISP support staff	a) \$125,000 b) \$500,000 c) None d) \$20,000 e/f) \$50,000	a) Hourly programs b) Grants c) None d) Hourly programs e/f) ELA; Title I; Pupil Reten Block Grant
4. Increased access to technology: a) Students use Accelerated Math program for K-8 b) CTAP courses offered c) District Technology plan d) Laptops distributed to select sites e) Internet available in all classrooms f) Online learning for credit recovery at high schools	a) Sites b) District c) District d) District/Sites e) District f) Dpty Supt Ed Ser	a) Cost of software b) Cost of courses c) None d) Cost of Hardware e) Cost of connection f) Cost of program	a) \$20,000 b) \$2,000 c) N/A d) Completed e) \$10,000 f) \$40,000	a) Site funds b) Staff Dev c) EETT d) Digital High School e/f) District
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) Teachers received inservice in the use of math programs b) New teachers participate in BTSA c) CLAD training held in district d) County-wide workshops attended by staff e) Training/Implementation in PLC's	a) Sites b) Teachers c) District d) PCOE/District e) Dpty Supt Ed Ser	a) Paid attendance b) Stipends c) Paid attendance d) Paid attendance e) Scheduling during day -- including Early Release Days/other	a) \$15,000 b) \$35,000 c) \$5,000 d) \$5,000 e) \$25,000	a) District b) District c) District d) District e) Title II, Prof Dev Block Grant, SLIG

7.3.37

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Parents, teachers, and other staff participate in the School Site Council b) DELAC/BAC c) Parent Conferences d) School newsletters/SARC/Web site e) All parent legal parent notifications distributed and signed	a) Parents/teachers b) Parents/District c) Parents/teachers Admin/ d) On-going e) District/Site	a) None b) None c) None d) Cost of printing/distributing e) Cost of printing/distributing	a) N/A b) N/A c) N/A d) \$2000 e) \$2000	a) N/A b) N/A c) N/A d) SIP/District e) District/Site
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): a) Title 1 monies available to sites b) After school/Saturday interventions for students who haven't passed CAHSEE c) Free Counseling for all Lincoln Families d) After school intervention at most sites	a) Site/Teachers b) Site c) District d) District/Teachers	a) Cost of Program b) Cost of Program c) Cost of Program d) Cost of Program	a) \$300,000 b) \$5,000 c) \$30,000 d) \$260,000	a) Title I/SIP b) Site c) MAA d) State/Federal
8. Monitoring program effectiveness: a) Students participate in state testing-- STAR /CAHSEE b) Determination of Annual Yearly Progress c) OARS -- Online Assessment Reporting System d) Report Cards e) Self Review Process f) Evaluation Data from outside evaluators g) Placer County Outcomes for Children data h) Principal Monitoring of Bi-Monthly PLC's & Data Discussions	a) District/Site b) Site/State c) District/Site d) Site e) State/District/Site f) Evaluators g) Placer County h) Principals	a) Assessment Cost b) State c) District d) Teachers e) District/Site f) Evaluators g) Consultants h) None	a) \$30,000 b) None c) \$10,000 d) \$1,500 e) None f) \$15,000 g) None h) None	a) District/State b) None c) District d) District e) None f) Grants g) Grants h) N/A

7.3.38

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: a) Title I interventions for students below grade level b) Summer school for students in special education with ESY on IEP's c) High School students who have not passed CAHSEE participate in after-school intervention programs d) Students participate in after school intervention programs e) Special Education students served through program f) Effective PLC's (grade level/departmental) to address learning needs in timely manner	a) Site b) District c) Site d) District/Site e) District/Site f) Principals/ Teachers	a) Salaries and benefits b) Salaries and benefits c) Salaries and benefits d) Salaries and benefits e) Salaries and benefits f) Materials	a) \$300,00 b) \$130,000 c) \$5,000 d) \$260,000 e) \$1,000,000 f) \$20,000	a) Title I b) Hourly programs c) Title I/hourly programs d) Grants e) Special Education/District f) Lottery
10. Any additional services tied to student academic needs: a) District manages over \$500,000 in support services grants to assist with student achievement with after school programs, counseling, and academic intervention				

7.3.39

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Students in Western Placer Unified School District have shown consistent academic growth through Annual Yearly Progress Goals.

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>a) Western Placer Unified provides programs that allow students to learn English. Teachers use SDAIE techniques to assist students to meet or exceed standards. A Newcomer program was established in 2007 -2008 to support students in grades 2 – 12 who are at the Beginning level and have been in the U.S. less than 12 months. ELD instruction is provided to assist students in making progress in English proficiency as well as in meeting standards.</p> <p>b) The district uses Title III funds to provide supplemental instructional materials for ELD that are designed to assist student in accessing the core curriculum and developing academic language. The district also provides ELD training as well as SDAIE training to teachers to assist in helping students become proficient in English and to achieve performance goals in both math and in reading.</p> <p>c) All students participate in state testing including CELDT to determine progress toward English proficiency and will be used to determine progress toward meeting state standards and AYP. Results of these measurements are reported to the school board and to site councils and to the District English Language Advisory Council.</p> <p>d) The district maintains a District Advisory Council (DELAC) that meets regularly to discuss and to give input regarding programs and services. Each school site has an English Language Advisory Committee that provides the same services on a site-by-site basis. The district provides a class for parents that assist them in methods for helping their children meet appropriate standards and put their students on track for college.</p>

04.3.40

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>a) The district has adopted Houghton Mifflin Reading & Medallions in grades K-5 and Holt in grades K-8 and Into English published by Harcourt (research-based as well as standards based program) is being used to support English Language Development. Teachers use SDAIE techniques and differentiated instruction as part of their normal teaching pedagogy.</p> <p>b.) Intervention materials have been purchased for grades 2 -5 Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, Corrective Reading, and Reading Mastery to support students who are struggling in reading.</p> <p>c) Local assessments and the CELDT are used to measure increases in the English Proficiency of students. The district has adopted benchmarks for students to exit programs. Data from these and from the State STAR program are analyzed/used to measure student achievement growth over time.</p> <p>d) Student are monitored for reclassification with a goal of English proficiency (intermediate or higher) and academic achievement ("C" or better in academic areas). An English Learner Individualized Learning Plan (ELILP) is written annually for every English Learner.</p> <p>e) GLAD Training has been provided to over 65 teachers (K – 8) during the 2006 – 2007, the 2007 – 2008, 2008 – 2009, and 2010 - 11 school year s to increase the effectiveness of instruction to ELD learners. Additional GLAD support workshops were held in April 2009 and in August 2009 and in 2010 - 2011.</p> <p>f) Houghton Mifflin Focused Approach and Holt Training for ELD Instruction has been provided to over 40 teachers during the 2006 – 2007 and the 2007 – 2008 school year, to increase the effectiveness of instruction to ELD learners. Workshops to develop effective instructional strategies 6 -12 were offered during 2008 – 2009. Medallions inservices in 2010 – 2011.</p> <p>g) A district wide data base was purchased and district standards-based assessments were implemented to help teachers identify areas of weakness in student performance and develop interventions. English learner performance can be disaggregated for teacher analysis to improve instruction in math and language arts.</p>

7.3.41

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.				
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <ul style="list-style-type: none"> a) Teachers in the Western Placer Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. A week-long CLAD summer institute was held in June, 2007. b) Teachers received training in programs and in <i>Houghton Mifflin</i> and Holt and will continue to receive on-going training in these programs as well. Specific trainings on the use of the ELD component of adopted reading programs will be held. (Workshops have been held in Fall '07). c) Teams of teachers are regularly sent to research-based workshops presented by educational authorities to improve teaching strategies as they become available. In December 2009, a team of teachers went to a Dr. Kate Kinsella workshop and in January 2010 another team will attend a Dr. Stephen Krashen workshop. Upwards of 200 teachers attended two-day DuFours PLC workshops. d) Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. All district administrators attended an all day inservice on district English Learner Programs. District teachers recommend, and the Board adopted, major changes in District English Learner Policy. Elementary Principals attended AB 466 training in 2008. e) The number of students who are reclassified will improve from limited to fluent English proficient with corresponding increase on state tests. 				
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<table border="1"> <thead> <tr> <th data-bbox="1166 968 1268 1087">Yes or No</th><th data-bbox="1166 107 1268 968">If yes, describe:</th></tr> </thead> <tbody> <tr> <td data-bbox="1268 968 1430 1087">No</td><td data-bbox="1268 107 1430 968">Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring '10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruction</td></tr> </tbody> </table>	Yes or No	If yes, describe:	No	Addition of ELD Program Specialist in 2007 – 2008 has allowed further training for admin and teaching staff. ELD Standards Checklists have been developed to assist teachers in instructing language learners K – 5. Additional ELD Standards Checklists will be developed for teachers grades 6 – 12 by spring '10. ELD standards have been aligned with every Houghton Mifflin story grades K – 5 to assist teachers in developing language proficiency during ELA instruction
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7.3.42

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	
5. Provide -- a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.		Yes or No Yes	If yes, describe: A focused summer program focusing on ELD will be offered to students. It is expected that students entering the district at the "beginner" level will be reclassified in no less than five years. Students are included in after school program opportunities. Reclassified students are monitored for two years.
		Yes or No Yes	If yes, describe: Students referred to Student Success Teams acquire an individualized action plan to remedy academic deficits. This is in conjunction with the ELILP. Students are also served through Title 1 and Special Education when appropriate.
		Yes or No Yes	If yes, describe: The district has standardized the delivery and support for English Language Development programs throughout the district. District-adopted state-approved curriculum is now in place at all grade levels. Principals are monitoring the delivery of ELD services.

7.3.43

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <p>All parents are encouraged to participate in site level and district level parent advisory groups and site councils. After school and night family activities are offered at all sites. PIQE (Parent Institute for Quality Education) classes are offered at two sites, with parental involvement very high at those sites. Over 100 parents, mostly LEP, have attended and completed the PIQE series of classes.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs. 	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <p>The district has computers in the English Learner classrooms and in computer labs. Students have regular access to these resources. The teachers employed at the site for Structured English Immersion each received a laptop to assist with instruction. GLAD and Houghton Mifflin and Holt Focused Approach training have been provided. Additional Houghton Mifflin ELD program components are being piloted in 2011 – 2012.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No Yes</p>	<p>If yes, describe:</p> <p>Through Title III the district will provide staff development in the SDAIE and CLAD training as well as the purchase of SDAIE materials. The ADEPT test is being used to monitor student progress on English Language skills.</p>

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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ul style="list-style-type: none"> a) The district sends out a letter each that identifies the students as LEP, based on the results the CELDT test results and the requisite need for appropriate language instruction. b) See above as well as regular progress reports of academic progress. c) Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed. Parent are also informed of their option of a waiver. d) The district uses CELDT results at each of the sites inform teachers of overall student proficiency. Discussions are held to determine most effective interventions based on this data. An ELILP is written for each English Learner outlining annual goals. e) Through the use of SDAIE techniques among others, students will be assisted in learning English and in meeting promotion and graduation standards. f) The district notifies parents of all testing results of the CELDT, CAHSEE and STAR testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification. g) The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The Special Education Director or School Psychologist collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.

Required Activity

7.3.45

	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>
	<p>The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program the district is implementing.</p>
	<p>The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.</p>
	<p>The district will notify parents within 30 days of the notification to the district that the LEA has not made adequate yearly progress (AYP). The notification will also include the reasons for the failure to make adequate yearly progress (AYP).</p>

Performance Goal 3: By 2007 – 2008, all students will be taught by highly qualified teachers. (WPUSD has nearly met this requirement - target date reflects original legislation requirements.)

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

STRENGTHS	NEEDS
<p>As of the beginning of the 2011/12 school year all our teachers but 1 have met the requirement of "highly qualified" according to the federal definition, with 2 additional teachers teaching one period each out of HQT compliance.</p> <p>All of our new teachers participate in BTSA. 100% of our teachers have completed certification of CLAD, BCLAD, SDAIE, or have emergency certification to allow them to specially instruct students who speak a language other than English.</p> <p>As of 2002-03 all staff in the Title I program met the Highly Qualified definition and have continued to do so.</p> <p>25% of the teaching staff have a master's degree.</p> <p>100% of the administrative staff have a masters or doctorate degree</p>	<p>Continuation of BTSA and a specific, training in serving English Learners, special education, and GATE students are planned for the current year. A GATE Certification Workshop series has been offered annually since 2007/08. The addition of an ELD Program Specialist has increased our leadership and attention to this area. Continued ELD Workshops occurred in 07/08 and 08/09 and 09/10 and 10/11. One teacher needs to meet HQT requirements; 2 additional teachers need HQT compliance for one period each of their assignment.</p> <p>Intervention programs were put into place for the area of reading for 2007 – 2008. This is a part of the RtI (Response to Intervention) model. Staff development offerings have been in place for this area beginning summer 2007 and have expanded to include Professional Learning Communities (PLC's). Over 230 teachers have attended DuFours PLC</p>

7.3.47

	workshops in 2009-10, 2010-11, & 2011-12. Staff development for teachers is geared towards data-driven decision making, standards based instruction, and using technology to improved student performance. At all levels, students who are almost proficient, or who are Below Basic or Far Below Basic in their tested skills are being monitored via spreadsheets. We have begun tracking these students' success via our OARS (Online Assessment Reporting System) and continue to address staff inservice needs here.
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Planned Improvements for Professional Development (Title II)

Staff development is viewed as one of the keys to a highly qualified staff.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: Staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and	District/teachers	Salaries for BTSA support provider; cost of workshops,	\$175,000	Title II/ BTSA/ Professional Development Block Grant

7.3.48

workshops. Evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs. All new teachers are mandated to participate in BTSA.		subscriptions, stipends		
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: District administration will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups – with a focus on PLC's. Staff development will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for others.	District leadership, PAR committee, teacher survey	Stipends for PAR and participating teachers	\$6,000	PAR/District
Teachers will be encouraged to attend PCOE Best First Instruction and similar workshop series.			\$10,000	Staff Dev Block Grant, Title II, SLJG

7.3.49

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Staff development based on standards and targeted particularly toward the lowest achieving, low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used to further refine staff development efforts particularly as they have an effect on the achievement of under-performing students.</p>	Principals/teachers/ District	Cost of BTSA and other staff development efforts	\$135,000	Title II/ BTSA/ Professional Development Block Grant
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district leaders will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Best first instruction, intervention practices, using data to improve instruction, PLC's, classroom management, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	District	Cost of training	\$135,000	Title I/ School Library Improvement Grant/ Title II/ PAR/ Professional Development Block Grant

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Staff development will focus on practicing core research based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district. Focus will be on PLC's and other research-proven effective strategies. Attention will be given to results of the DAS to guide professional development offerings.</p>	District	None	N/A	N/A
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Site Tech Trainers will provide fall and spring technology workshops at all sites.</p>	District/ Director of Technology	Cost of training	None	Title II A & D/ Professional Development Block Grant

7.3.51

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will continue with its implementation of the goals of the three-year District Technology Plan which was approved in Spring, 2009 and updated in 2012. Online professional development in the effective use of technology to support standards-based practices will be available at each school and throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards. Staff development is managed through an online centralized online system. Site Tech Trainers offer support.</p>	District/Technology coordinator	Cost of training	\$12,000	Title II/ District Professional Development Block Grant
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Information was gathered from recently adopted school site plans from representatives of the listed groups. In addition, portions of the recently adopted technology plan were referenced. Finally, the DAS (District Assessment Survey) was used. Information from this section will be updated at each annual renewal.</p>	District Staff	None	None	N/A

7.3.52

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families. Specific offerings in working with GATE students and English Learners and differentiating instruction were offered during 2010/11 and 2011/12. Additional training in use of intervention programs, materials and strategies will be offered.</p>	District	Cost of training	\$135,000	Title II A & D/ Staff Development Block Grant
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>On an as needed basis, if teachers or paraprofessionals need assistance to become Highly Qualified adequate training will be offered. This is viewed as the highest priority of these funds for the district.</p>	N/A	N/A	N/A	N/A

7.353

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Coordinated school crisis response and Comprehensive School Safety Plans which have been developed in partnership with law enforcement and emergency response systems. 2. Appropriate and effective school policies regarding student conduct and disciplinary procedures. 3. School counselor and school nurse, assisted by Health Clerks. 4. School safety plans updated annually with participation from parents and students. 5. Free counseling offered through the Lighthouse Counseling and Family Resource Center 6. Interns from California State University, Sacramento on select campus sites. 7. Expanded counseling staff at high school. 8. Implementation of PBIS (Positive Behavior Intervention Supports) and BEST strategies to support schoolwide behavioral expectations. 9. Suspension and expulsion rates have been dramatically reduced. 10. Attendance rates are at 95% district-wide. 	<ol style="list-style-type: none"> 1. The district has a need to continue to provide professional development to teachers regarding reaching intentional non-learners and other disenfranchised students. 2. Each site needs to monitor its efforts regarding implementation of internet safety curriculum. 3. Each site needs to continue its efforts of school-wide behavior programs to continue to reduce suspensions and expulsions. 4. Each site needs to fully implement the new positive attendance programs initiated in 2011/12.

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
Red Ribbon Week Activities Extracurricular programs, clubs, events Summer School Interscholastic Athletics Student Government Specialized PE programs at Middle and High School Counseling programs at each of the school sites and through lighthouse Alternative education including continuation and independent study Online Learning Community Liaison programs at all elementary sites School Counseling Programs at middle schools and high schools GATE offerings at sites School Resource Officer/Youth Services Officer PBIS and BEST student/staff-made videos PBIS/BEST schoolwide posters and training in systems/expectations

Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ol style="list-style-type: none">1. The district uses the latest communication systems to keep all district employees in communication with one another via email. Walkie talkies and phone.2. District counselors are available to all students and their families around safety, drug, alcohol, and tobacco issues.3. Smoking has been dramatically reduced.4. The district provides a scientifically research based alcohol and other drug and tobacco prevention program.5. The district has a phone-dialing system for mass-calling of families.6. The district has an updated website to provide current communication with families.	<ol style="list-style-type: none">1. The district needs to continue to provide a scientifically research based alcohol and other drug and tobacco prevention programs.2. There is a need for coordination between and among the school sites and the district level.3. Establish a sustainable management system for program.

Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

60 – 66% of Students in grades 7, 9 & 11 completed the California Healthy Kids Survey (CHKS) in 2009/10, with results shown. Data is not available for grade 5 for that year, so 2006 data is shown.

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 4/06 (Elem) 4/10 (Secondary) Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by (Met 2002 – 2010 goal for 7 th , 9 th , & and 11 th grades	5 th 8% 7 th 14 % 9 th 21 % 11 th 39 %	5 th -1% 7 th -4% 9 th -18 % 11 th -10 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: (Met 2002-2010 goal for 7 th & 9 th ; not for 11 th)	5 th N/A 7 th 5 % 9 th 10 % 11 th 20%	5 th N/A 7 th -4 % 9 th -5 % 11 th -+2 %
The percentage of students that have used marijuana will decrease biennially by: (Met 2002 - 2010 goal for 7 th , 9 th & 11 th)	5 th N/A 7 th 2 % 9 th 5 % 11 th 8 %	5 th N/A 7 th -8 % 9 th -26% 11 th -49 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: (For 5 th grade - % of students who have EVER used alcohol – may be misunderstanding question?) (Met 2002 - 2010 goal for 7 th , 9 th & 11 th)	5 th 45% 7 th 3% 9 th 4 % 11 th 8 %	5 th -2% 7 th -11% 9 th -15 % 11 th -38 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	5 th N/A 7 th 2 %	5 th N/A 7 th -8 %

(Met20 02 – 2010 goal for 7 th , 9 th & 11 th)	9 th <u>5</u> % 11 th <u>8</u> %	9 th <u>-26</u> % 11 th <u>-49</u> %
The percentage of students that feel very safe at school will increase biennially by: (Met 2002 – 2010 goals 11 th ; 7 th & 9 th no appreciable change)	7 th <u>14</u> % 9 th <u>12</u> % 11 th <u>12</u> %	7 th <u>-1</u> % 9 th <u>+0</u> % 11 th <u>+23</u> %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: (Question changed in 2010 – could not compare) (Met 02 – 06 goal for 7 th ; did not meet goal for 9 th & 11 th)	7 th <u>23</u> % 9 th <u>167</u> % 11 th <u>10</u> %	7 th <u>-2</u> % 9 th <u>-2</u> % 11 th <u>-2</u> %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u>1</u> % from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	<u>2</u> %	<u>-1</u> %

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: <u>4/06</u> Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 2%</p> <p>(Met 2002 – 2010 goal for 7th & 9th & 11th)</p>	<p>7th <u>58%</u> 9th <u>52 %</u> 11th <u>63 %</u></p>	<p>7th +22% 9th +29% 11th +28%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 2%</p> <p>(Met 2006 - 2010 goal for 7th, 9th grades & 11th)</p>	<p>7th <u>79%</u> 9th <u>68%</u> 11th <u>79 %</u></p>	<p>7th <u>+26%</u> 9th <u>+30 %</u> 11th <u>+41 %</u></p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 2%</p> <p>(Met 2006 – 2010 goals in all grades)</p>	<p>7th <u>61%</u> 9th <u>58%</u> 11th <u>59 %</u></p>	<p>7th <u>+50%</u> 9th <u>+50 %</u> 11th <u>+47 %</u></p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: (No early comparison data – good results, however)</p>	<p>9th 70 % 11th 61 %</p>	<p>9th % 11th %</p>

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Positive Action Project Alert	ATODV	1-12 7	4000 600	June 2005 June 2006	Summer 05&06 Spring 2008 Continuous as needed	August, 2005 August, 2006

7.3.60

Research-based Activities (4115 (a)(1)(C)):

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	Grades K-12
	Conflict Mediation/Resolution		
✓	Early Intervention and Counseling	ATODV	Grades K-12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
✓	Peer-Helping and Peer Leaders	ATODV	Grades K-12
	Positive Alternatives		
✓	School Policies	ATODV	Grades K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

7.3.61

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

7.3.62

Promising or Favorable Programs (4115 (a)(3)):

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

7.363

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected a variety of programs to serve its students. The programs are school-based prevention program designed to provide students strategies and skills. They combine a classroom curriculum of social/cognitive problem solving with real-life skill-building opportunities. Students learn to apply critical thinking skills and personal management strategies to personal health and well-being issues. After an analysis of our CHKS survey data it was clear we needed to push for programs at all levels.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will administer the Healthy Kids Survey every other year and use those results to evaluate the effectiveness of the program and to make refinements and improvements to the on-going efforts by the district. The last Healthy Kids Survey was implemented in 2009/10; it will again be implemented in the spring of 2012. Additionally, the District will continue to monitor suspension and expulsion data as well as consult with probation and other law enforcement and community support agencies.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:

The district has received the results of the 2009/10 Healthy Kids Survey. It is available in print form and posted on our website. Additionally pre and post test data will be collected on the efficacy of the program.

Reporting Timeline

The District develops an analysis of all data each school year that the CHKS survey is administered. A report of the analysis of the data will be published, with a summary of the results presented at a meeting of the governing board the fall after the spring administration.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Western Placer Unified defines the highest need students as our lowest performing, low-income students. This designation along with the data from disciplinary actions as well as the data in the CHKS was analyzed and the middle school was found to be the site with the greatest needs.

The services listed below are funded for the students identifies with the greatest needs

- 1) Psychological counseling
- 2) After school programs focusing on improving academic performance
- 3) After school athletic programs
- 4) Alternative education opportunities

7.3.65

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District consulted with County Probation and other law enforcement agencies as well as county-operated programs in its revision of its Positive Attendance/SARB/SAM programs during 2010/11 and 2011/12. The district representative meets with the county Medical Collaborative three times per year and serves on the mini-grant advisory board to help coordinate programs with other programs at the local and county level. Placer County Peer Court and Lighthouse Counseling and FRC representatives have attended District Curriculum and Instruction meetings in 2011/12.

Additionally the District will determine the common goals of the programs to help ensure the best practices and teaching strategies and the promotion of highly qualified teachers to assist in the coordination of prevention efforts.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are a vital part of the planning process at each school site. Each site operates a school site council. Fifty percent of the membership of this council is required to be filled by parents. Each council reviews the Single School Plan for Student Achievement, provides a budget document for approval by the governing board, and provides input to teachers, administrators, and others about all aspects of the school's operation. Parents are also involved in student activities such as athletics, school-wide assemblies, field trips and Red Ribbon Week. The district distributes a beginning of the year packet to all parents. This packet includes all the required notifications, the school and district discipline policies, School of Choice options for PI school parents as well as Safe School Status as required by NCLB. Additionally, school accountability report cards are available on the district web site. The school accountability report cards (SARC's) are placed on the district web site as well.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Referral for pregnant minors and minors parents are administered through the school site and district coordinator.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Currently no staff is funded with TUPE funds	N/A

7.3.67

Performance Goal 5: All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	a) Trimester for reinforcement of skills b) Remediation in English and math during the school day c) Before and after school tutorials d) Summer school e) 10th grade counseling is provided f) Student notice for all students receiving failing grades. g) Home visits h) Develop activities at PHS	All students	Teachers, counselors, administrators On-going	The continuation high school will increase its graduation rate from 33% to 40%; the comprehensive high school will raise its graduation rate from 91.5% to 95%.	a) None b) Title 1 c) Hourly d) Hourly e) 10 th grade counsel f) None g) None h) District
5.2 (Dropouts)	a) Students participate in Student Council b) Fourteen different Interscholastic sports are available for boys and girls c) FFA clubs are available d) Emphasis on vocational programs through ROP and ROTC e) Develop activities at PHS	a) Elected student leaders b) 515 student athletes c) 90 members d) 260 participants	a) Teacher b) Coaches by sport c) Teacher advisors d) District	The school will increase its graduation rate by 5%	a) District b) District c) District d) District e) District

5.3 (Advanced Placement)	a) Students are able to take AP classes on line and on campus	All students	Teachers On-going	The school will double the number of students taking AP classes	Tech Grant/ District/ Lottery
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Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district uses free and reduced lunch eligibility under the NSLP guidelines. Schools are rank ordered and schools with the highest poverty are served first. After these schools are served, lower ranking school can be served. The district determines different per student amounts based on differing grade spans.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The Western Placer Unified School District had used the national percentile ranking from CAT/6 portions of the STAR test at grades 2-11; however that norm-referenced test is no longer used in CA schools. Instead, students scoring below proficient on CA Standards Tests in Mathematics or English Language Arts and students in danger of retention can qualify for Title I services. Priority is given to those students scoring Below Basic and Far Below Basic. Parents are offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program. Each participating student in Title I must have a signed authorization from their parent/guardian providing approval for their participation.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

- a) The district provides increased learning time through after school programs at each school.
- b) The district provides extensive staff development for improving instruction.
- c) The district provides a support provider and mentor for beginning teachers in the BTSA programs.
- d) The district conducts all state required assessment and analyzes the data, including disaggregation, to assist teachers and administrators in evaluating programs and instructional effectiveness.
- e) The district has adopted core materials that are scientifically based and has provided staff development for the implementation of these materials in the classroom.
- f) Teachers and paraprofessionals are trained in techniques to assist student who are limited English proficient to access the core curriculum.
- g) The district provides after school intervention with summer school options
- h) The district provides counseling services to students.
- i) Student who have not passed the high school exit exam are offered tutorial assistance.
- j) Efforts are made to identify those students who attend private schools, local institutions for neglected or delinquent children who are attending community day school programs and those students who are homeless.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

- a) The district will assist schools in analyzing student data through the use of a variety of applications.
- b) Before and after school programs and summer school will continue.
- c) Annual goals for overall improvement as well as the improvement of applicable sub groups will be identified. A comprehensive staff development program will be provided.
- d) The district will assist the school in following the mandates including school choice and supplemental instruction.
- e) The District will offer support to developing PLC's through development and refinement (by teacher work groups) of grade-level/departamental pacing guides, common assessments, interventions and professional development toward these ends.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

- a) Parents will be notified of their option to transfer their student from a PI school.
- b) School space will be made available to accommodate students.
- c) The district will serve the lowest performing, low-income students first and other students thereafter up to the maximum allowed by NCLB.
- d) Transportation will be provided for any student whose parents have exercised the choice option.
- e) Parents will be notified of their option prior to the beginning of the school year if the state provides that information by that timeline; if not, parents will be notified as soon as the information is available.
- f) Parents will be notified annually that supplemental services are available and the process for application will be explained.
- g) A list of approved providers will be included with the notification.
- h) The district coordinator will meet with the parent(s) and the supplemental service provider(s) to outline outcome, timelines, and assessment criteria.
- i) Parents will be notified of the dollar amount for which they are eligible under the supplemental services provision.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The district coordinator will work with site level administrators and with teacher representatives (CAIPS Committee/Curriculum Lead Teachers) to develop criteria for staff development and the coordination of appropriate Title I and Title II funds. All teachers hired will be highly qualified. The District will strive to coordinate all professional development through the use of Title II funds to fully develop the capacity and professional training for all Title I funded certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills which would be able to be used in our classrooms in terms of instructional strategies (best first instruction; intervention) and methods for ensuring the continued success of our students (data disaggregation, etc.).

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The District will ensure that all services are fully coordinated on our school campuses to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional is not a part of the program. Reading intervention programs are coordinated on each site by the building principal and are offered to qualifying low-achieving students in the regular program, as well as to students in special education both during the day and after school. The Title I program and services will be designed to meet the specific needs of our students as identified by their test scores indicating their areas of specific weakness. Students who are English Learners will be provided specialized instruction, materials and activities to ensure their success. It is the goal of each school in the district to provide a comprehensive program which is well-articulated and coherent for all students. Site plans guide the use of categorical funds in close collaboration with the District. Collaboration between teachers occurs regularly and is facilitated by our Early Release Mondays with a focus on student achievement across programs. The District coordinates at least annually with local Head Start providers. The District now runs its own State Preschool programs. The District coordinates with Placer County Office of Education and Placer County Probation in its administration of the SARB and SAM processes.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

Appendix A: California's NCLB Performance Goals and Performance Indicators

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:**
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

SIGNATURE PAGE

Scott Leaman
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program
< <http://www.cde.ca.gov/statetests/star/index.html> >

APPENDIX C

Science-Based Programs

Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's Publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: < <http://www.californiahealthkids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)

B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)

D: < <http://www2.edc.org/mse/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

7.3.87

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

<i>Research-based Activities</i>	
Activities	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Positive Action (entire program)
Conflict Mediation/Resolution	Positive Action (entire program)
Early Intervention and Counseling	Positive Action (entire program)
Environmental Strategies	Positive Action (entire program)
Family and Community Collaboration	Positive Action (entire program)
Media Literacy and Advocacy	Positive Action (entire program)
Mentoring	Positive Action (entire program)
Peer-Helping and Peer Leaders	Positive Action (entire program)
Positive Alternatives	Positive Action (entire program)
School Policies	Positive Action (entire program)
Service Learning/Community Service	Positive Action (entire program)
Student Assistance Programs	Positive Action (entire program)
Tobacco-Use Cessation	Positive Action (entire program)
Youth Development/Caring Schools/Caring Classrooms	Positive Action (entire program)

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Burns	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX E

SITE NEEDS ASSESSMENTS AND SMART GOALS: (See District website for Board Packet of November 15, 2011 at www.wpusd.k12.ca.us)

<http://www.wpusd.k12.ca.us/District/School-Board/Agendas--Minutes/2011-Archive/index.html>

Elementary Schools

- Carlin C. Coppin Elementary School
- Creekside Oaks Elementary School
- First Street School
- Foskett Ranch Elementary School
- Lincoln Crossing Elementary School
- Sheridan Elementary School
- Twelve Bridges Elementary School

Middle Schools

- Glen Edwards Middle School
- Twelve Bridges Middle School

High Schools

- Lincoln High School
- Phoenix High School

**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:

Superintendent Contract Extension

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

No

DEPARTMENT:

District Office

FINANCIAL INPUT/SOURCE:

All

MEETING DATE:

January 10, 2012

ROLL CALL REQUIRED:

No

BACKGROUND:

Based on the positive performance evaluation by the Board, the following contract extension is being forwarded to the Board:

- Superintendent - one year extension to June 30, 2015

RECOMMENDATION:

Approve the contract extension.

7.4