








# Comprehensive School Safety Plan

**2024-2025  
School Year**

**School:** Western Placer Unified School District  
**CDS Code:** 31-66951-0000000  
**District:** Western Placer Unified School District  
**Address:** 2630 Fieldstone Drive  
Lincoln, CA 95648  
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**Approved by:**

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## Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

<https://tbhs.wpusd.org/our-school/accountability/school-safety-plan>

A copy of the Comprehensive School Safety Plan is available for review at .

## Safety Plan Vision

Our vision for school site safety is to create a secure and welcoming environment where every individual, from students to staff and visitors, feels safe, valued, and supported. We strive for a school community that promotes physical and emotional well-being, fosters a culture of respect and inclusivity, and is prepared to respond effectively to any potential hazards or emergencies.

We will have a team that regularly meets throughout the year and after all drills to ensure that students and staff follow all safety procedures and policies. The school site safety team will consist of:

Heather Pierce- Principal

Chris Bombard- Assistant Principal

Erik Yergensen- Assistant Principal

Allie Snyder- Assistant Principal

Connie Brown- Secretary

Kim Yarrington- Campus Monitor

Victor Quiroez- Parent  
Denise Clary- Campus Monitor  
Dave Foxworthy- Teacher

A comprehensive school site safety plan plays a pivotal role in fostering an environment conducive to both reduced student discipline issues and increased student achievement and attendance. By implementing positive discipline strategies, such as restorative justice programs and peer mentorship initiatives, schools can create a culture that emphasizes communication and conflict resolution over punitive measures. Through improved physical security measures and community engagement, schools can establish a sense of safety and belonging, positively impacting student attendance. Moreover, an enriched curriculum, coupled with early intervention programs, ensures that students are engaged and supported in their academic journey, contributing to heightened achievement levels. Regular communication channels and data analysis further empower educators to tailor interventions and continuously refine the safety plan, ultimately creating an environment where students feel secure, motivated, and empowered to succeed.

**Desired Change:**

At Twelve Bridges High School, we prioritize enhancing mental health resources as a key aspect of our school safety plan. We focus on increasing access to crisis counselors who provide immediate support to students dealing with anxiety, depression, or stress through our mental health professionals. With trained professionals available on campus, we address mental health challenges early, preventing them from escalating into more serious issues. We also have a dedicated wellness center where students can find a safe space to de-escalate, reflect, or seek guidance during difficult times. These approaches actively support the overall well-being of our students and foster a culture of care and understanding, contributing to a safer and more supportive environment at Twelve Bridges High School.

All stakeholder data is under the attachment tab.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Western Placer Unified School District Safety Committee**

Chris Bombard, Heather Pierce, Allie Snyder, Erik Yergensen, Connie Brown, Kim Yarrington, Denise Clary, Victor Quirez, Dave Foxworthy

### **Assessment of School Safety**

School Safety Data Sources Include:

- Attendance Records
- Powerschool Log Entries
- Powerschool Incident Management
- PBIS Entries
- Suspension and Expulsion data
- Student Progress Reports
- SRO interventions and crime reports
- Surveys
- Vulnerability Assessments

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

It is a priority of the administration and staff in the Western Placer Unified School District that every student who attends our schools will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. This is accomplished through the development of the five supports and opportunities through the youth development model. All sites should provide safety, relationships, engagement, community involvement, and skill building opportunities for all students.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

- Child Abuse Reporting
- Child Abuse Prevention and Reporting (AR 5141.4)
- Reporting Procedures

#### **Initial Telephone Report**

Immediately, or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department, if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

#### **CSOC/ACCESS**

1000 Sunset Blvd., Rocklin CA 95765  
(916) 784-6400

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **Written Report**

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall then prepare, and either send, fax, or electronically submit to the appropriate agency, a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167). Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

#### Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms. The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166). He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

#### Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906). Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

#### Parent/Guardian Complaints



Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

#### Use of School Facilities by Public Agencies for Mass Care and Welfare Shelters during an Emergency (BP/AR 1330)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

#### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

**Disaster Plan (See Appendix C-F)**

Our school has adopted The “I Love U Guys” Foundation’s Standard Response Protocol (SRP). Students and staff will have training, practice, and drill using the protocol.

The Standard Response Protocol (SRP) is based on an all hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

#### Hold

“In Your Classroom or Area”

Students are trained to:

- Clear the hallways and remain in their area or room until the “All Clear” is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual

#### SECURE

“Get Inside. lock outside doors”

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

#### LOCKDOWN

“locks, lights, out of Sight”

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

#### EVACUATE

“To a location”

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for

evacuation.)

- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.

#### SHELTER

“State Hazard and Safety Strategy”

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.

During a disaster that requires the reunification of students with care takers, Western Placer Unified School District will use the Standard Reunification Method (SRM). Further information on both the SRP and SRM can be found at the "I love U Guys" foundation website.

<https://iloveguys.org/standard-response-protocol/>

### **Adaptations for Students with Disabilities**

#### **Public Agency Use of School Buildings for Emergency Shelters**

In the event of a public disaster, Western Placer Unified School District will coordinate with the Placer County Office of Emergency Services, local agencies, and the Placer County Office of Education in order to respond to the emergency.

#### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

These disciplinary guidelines for Western Placer Unified School District were developed for all schools within the district. Fully aligned with California Education Code and Board Policy, these guidelines are meant to provide direction to administrators and to ensure that school rules are enforced in a fair and consistent manner. These disciplinary guidelines are used for incidents that occur on school grounds, during the lunch period (whether on or off campus), during all extracurricular and co-curricular functions, and on the way to and from school and/or school functions.

To the extent possible, administrators shall use disciplinary strategies that keep students in school and keep them participating in the instructional program. Suspension or expulsion from school will occur when students' presence causes a danger to themselves or others, when other means of correction have failed to bring about proper conduct, or when students commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, (Education Code 48900.5; WPUUSD Board Policy 5144).

WPUSD MUST suspend AND recommend for expulsion for the following offenses:

- Possessing, selling, or furnishing a firearm 48915 (c)(1)
- Brandishing a knife at another person 48915 (c)(2)
- Selling drugs 48915 (c)(3)
- Sexual assault/battery 48915 (c)(4)
- Possession of an explosive 48915 (c)(5)

Additionally, a student may only be suspended upon a first offense if: (a) the principal or superintendent determines that the student's presence causes a danger to persons; or (b) if the student committed any of the following violations under Education Code section 48900, subdivisions (a)-(e):

- Caused, attempted to cause, or threatened to cause physical injury to another person;
- Willfully used force or violence upon the person of another, except in self defense;
- Possessed, sold, or otherwise furnished a firearm, knife, explosive or other dangerous object;
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance;
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage or intoxicant of any kind to a person; or
- Attempted to commit robbery or extortion.

As these guidelines address grades 6-12, consequences may be assigned differently based on a student's age and maturity level. Additionally, each administrator must consider the following when determining the appropriate consequences:

- Prior disciplinary records (including the nature of prior misconducts, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each prior incident)
- Nature, severity and scope of the behavior
- Circumstances/context in which the conduct occurred
- Frequency, duration, and intensity of the behavior

Situations not specifically addressed in this plan or unusual or extreme cases will be dealt with in accordance with Board Policy and California Education Code.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

Administration or designee shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The administration or designee shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

#### **(E) Sexual Harassment Policies (EC 212.6 [b])**

Policy 4119.11: Sexual Harassment

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

Providing training to employees in accordance with law and administrative regulation

Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

Ensuring prompt, thorough, fair, and equitable investigation of complaints

Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

#### Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. Employees may bypass their supervisor in filing a complaint if the supervisor is the subject of the complaint. A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint is addressed through either AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures for complaints meeting the Title IX definition of sexual harassment or AR 4030 -

Nondiscrimination in Employment for complaints meeting the state definition, as applicable, and shall offer supportive measures to the complainant.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

#### Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code may be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

#### Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

#### Lincoln High School:

In collaboration with parents, students, staff and faculty, LHS remains committed to preparing our students for leadership and professional roles. Therefore, every student and staff should wear appropriate attire to school everyday. Guidelines for appropriate dress include the following:

Clothing that degrades religion, race, or sexual orientation and clothing that promotes alcohol, drug use, violence, offensive language, or gang references is prohibited

Undergarments must not be visible; pants must be worn at the waist

Clothing can not be transparent (sheer) unless it is worn in combination with other garments that are not transparent

Tops must have straps, must sit below the belly button and not expose the back

All bottoms must adequately cover the student's body while sitting, standing or in motion.

Skirts, shorts or other articles of clothing must cover undergarments

Per Board Policy teachers may require that students remove hats, caps, sunglasses, or other headgear in the classroom. No hoods may be worn in the classroom.

Students who violate this dress code will be directed to appropriate staff to change their clothing.

#### Twelve Bridges High School:

In collaboration with parents, students, staff, and faculty, TBH remains committed to preparing our students for leadership and professional roles. Therefore, every student and staff should wear appropriate attire to school every day. Guidelines for appropriate dress include the following:

Clothing that degrades religion, race, or sexual orientation and clothing that promotes alcohol, drug use, violence, offensive language, or gang references is prohibited.

Undergarments must not be visible; pants must be worn at the waist.

Clothing may not be transparent (sheer) unless it is worn in combination with other garments that are not transparent.

Bottoms of tops must be below the belly button and not expose the back.

All bottoms must adequately cover the student's body while sitting, standing, or in motion.

Skirts, shorts, or other articles of clothing must cover undergarments.

Per Board Policy, teachers may require that students remove hats, caps, sunglasses, or other headgear in the classroom. No hoods may be worn in the classroom.

Earbuds and headphones may not be worn in class without direct permission from the teacher.

Students who violate this dress code will be directed to appropriate staff to change their clothing.

#### Phoenix High School:

Each student must come to school appropriately dressed and attire should not create a disruption to the classroom or program.

No hats or head coverings, including hooded sweatshirts will be allowed in the classroom.

Blatant wearing of gang-related attire, including colors and insignias, will not be tolerated.

No drug/alcohol/tobacco images/advertisements, profanity, or sexually explicit attire is allowed.

Students dressed inappropriately will be required to change their clothing or will be sent home for defiance. Repeated acts of defiance will result in suspension from school. The school loans t-shirts if a student is unable to find acceptable clothing or cannot reach a parent to request a change of clothes.

Education code 48900(m) prohibits bandanas of any color and "do rags" as well as gang related attire. Tagging type markings are not permitted on clothing, backpacks, or school supplies.

Each student should come to school neatly and cleanly dressed and groomed.

Students are NOT permitted to wear clothing that is mutilated, immodest, or excessively revealing. This includes backless tops, bare midriff tops, off-the-shoulder tops, see-through tops, tube-tops, excessively short skirts/shorts.

Headbands of any type or color are not allowed.

Shoes are to be worn at all times.

Hats or head coverings, including sweatshirt hoods, are not to be worn within any school building.

Underwear is not to be visible.

No bedtime attire – this includes pajamas, nightgowns, robes, and slippers

Spiky adornments are not allowed.

Wallet chains can be no longer than 18 inches.

Clothing shall not display inappropriate gestures, language, violence, sexual innuendos, drug or alcohol advertisement or content.

Artwork or lettering on clothing may not promote/advertise illegal activities or display profanity.

Tattoos that promote/advertise illegal activities, display profanity, gang affiliation, drugs or alcohol may not be visible at any time.

No apparel, jewelry, wristbands, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, or trademark, or any other attribute, denotes membership in a group or gang, or which advocates drug use, sexual content or disruptive behavior is allowed.

Per District Policy – Hats are not to be worn indoors. Sweatshirts with hoods may be worn, but the hoods must be completely off the student's head.

#### Glen Edwards Middle School

The purpose of the Dress Code is to prevent disruption of the learning environment and minimize the distraction of other students.

Students wearing clothing that is inappropriate based on the listed criteria will be subject to disciplinary action:

Clothing or accessories that have reference to sex, objectify women (i.e. Fatal shirts), drugs, tobacco, alcohol, weapons, violence, or gang activity may NOT be worn.

Sagging pants/shorts larger than one size are not permitted.

Gang-associated dress or accessories may NOT be worn.

Clothing must completely cover all underwear, bra straps, and cleavage. Sheer items that show any undergarments are also not permitted. Sports bras are still considered underwear.



Strapless tops, spaghetti straps, or other straps less than 2" wide, low-cut tops, and clothing that show bare midriffs may NOT be worn.

Shorts and dresses must measure to the end of the fingers.

Frayed holes in jeans must be below the end of the fingers.

No racerback tops allowed.

Pajamas may NOT be worn.

Shoes must be worn on school grounds at all times. Slippers are only allowed during designated Spirit days.

Hoods must be removed when inside buildings.

Jewelry that is deemed offensive or unsafe (sharp edges, spiked tips, etc.) to either the wearer or other students is not allowed and must be removed or safely covered when asked.

No headwear allowed except those sold by GEMS or LHS.

The administration reserves the right to decide the appropriateness of the student's attire and to review and change the dress code to ensure a productive and safe learning environment as necessary. If a student's articles of clothing, jewelry, or accessories violate the dress code or in some other way cause disruption to the learning environment, they will be asked to change into a school loaner outfit for the remainder of the day (or until suitable clothes arrive from home). Repeated offenses will result in the following disciplinary action:

1st Offense – Student is sent up to the office to change into loaners, and clothes are returned to the students at the end of the school day.

2nd Offense – Student up to the office to change into loaner, parents are notified, clothes are returned to student at the end of the school day, and an Administrative Lunch Detention is assigned.

3rd Offense – Same as above, but a referral is assigned (consequence depends on prior offenses).

#### Twelve Bridges Middle School:

The purpose of the Twelve Bridges Middle School Dress Code is to set a tone of academic and behavioral excellence for our students. Adhering to the TBMS Dress Code helps promote the safety of our students and fosters a positive learning environment on our campus. The expectation of the administration and staff is that each student will follow the dress code during school hours, athletic events, field trips, activity days, dances, assemblies, and performances. The dress code applies to ALL students. The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians. Students in violation of the dress code will be required to change into their PE clothes, will be lent a clean appropriate clothing item or will call home for a change of clothes. In addition, a violation of the dress code may result in a school detention and repeat violations of the dress code may result in an Administrative Referral and or suspension.

1. Shoes must be worn at all times.
2. Clothing must not expose buttocks, cleavage, midsection or underclothing at any time.
3. Clothing must completely cover all underwear and bra straps, including bralettes.
4. Strapless tops, low-cut tops, and clothing that shows bare midriffs (any part of the stomach) may not be worn.
5. Off the shoulder shirts are not allowed.
6. Body piercings, deemed a distraction by the administration, are not allowed.
7. Students shall NOT wear articles of clothing, jewelry or accessories that promote or represent references to alcohol, drugs, gangs, violence, bigotry or sexual connotation. Clothing, jewelry, or accessories that might disrupt school activities or could pose a threat to the physical well-being or safety of students or others is strictly prohibited.
8. Hats may be worn at school, but must be worn facing front. Hats may not be worn to the side, sideways or backwards at any time. Teacher discretion will be used for wearing hats inside the classroom.
10. Pajamas are not to be worn to school unless it is designated spirit day.
11. Flags or capes (including blankets) are not permitted on campus unless related to a designated spirit day.
12. Clothing deemed inappropriate by administration will not be allowed.

All other school sites do not have a formal School Dress Code Policy.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Emergency exit routes are clearly marked

On-site and Off-site evacuation drills are practiced on a routine basis

A comprehensive reunification plan has been developed and is located in our emergency binders

Staff is trained in all emergency procedures

Visitor protocol has been established and is followed by all office staff

Emergency contact list is updated regularly

Emergency procedure binder is located at Lincoln Police Department

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)****Component:**

School Culture and Climate

**Element:**

Creating a safe and orderly school environment that is conducive for learning is a shared goal for educators, students, and the community.

**Opportunity for Improvement:**

At Twelve Bridges High we are always striving to be the best and are continually improving.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Positive School Culture	Stakeholder involvement, leadership vision, celebrate achievements, student voice, bullying prevention, parent engagement, leadership class, behavior expectations	College and career tech, Stop it, counselors, Go Guardian, Wellness Together, SST, 504, IEP, Parent nights, Scholar Athlete hoodies,	All school staff	Ongoing
Parental Involvement	Surveys, regular communication, parent workshops, BTSN, advisory committee,	College and career tech, SST, 504, Parent nights,	Admin and counseling team	Ongoing
Effective Classroom Management	Admin walkthroughs, Professional Developments, PLC	Professional Developments, PLC	Admin Team	Ongoing
Bullying Prevention	Promote reporting mechanisms, educate students, awareness campaigns,	Stop it, Anti-bullying week, assemblies,	Admin Team	Ongoing
Student Support Services	Counseling services, tutoring and academic support, mental health services, career counseling, Crisis intervention, bullying prevention	School counselors, peer tutoring, Stop it, college and career tech, Wellness Together,	Admin Team	Ongoing

**Component:**

Maintain a safe environment for learning (Physical Environment)

**Element:**

Maintaining a safe environment for learning is essential for the well being and success of students and staff

**Opportunity for Improvement:**

At Twelve Bridges High we are always striving to be the best and are continually improving.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Safety Protocols	safety team, safety plan, communicate protocols, training and drills, emergency contact list, evacuation routes	Safety drills, communication with parents, staff, and students, safety plan, reunification plan, SRO	Chris Bombard	Ongoing
Access Control	assessment of needs, define access levels, secure entry points, visitor management, access cards and credentials, emergency procedures	Office staff, trainings, key cards, cameras, drills, safety binders	Admin Team	Ongoing
Surveillance	camera placement, network infrastructure, user training,	Avigilon, cameras	Admin Team	Ongoing
Bullying Prevention	Promote reporting mechanisms, educate students, awareness campaigns,	Stop it, Anti-bullying week, assemblies,	Admin Team	Ongoing

**Component:**

Maintain a safe environment for learning (Social/Emotional Environment)

**Element:**

Maintaining a safe environment for learning is essential for the well being and success of students and staff

**Opportunity for Improvement:**

At Twelve Bridges High we are always striving to be the best and are continually improving.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Build Positive Relationships	Foster positive relationships between students and teachers. Encourage open communication and active listening. Create opportunities for students to collaborate and work together.	YDI training for all staff, Healthy kids survey, Advisory class, Flex period	Admin Team	Ongoing
Promote Inclusivity	Celebrate diversity and create an inclusive environment. Teach students about respect for differences and the value of a diverse community. Address and prevent bullying or discrimination promptly.	Positive role models, Community engagements, YDI training, Anti-bullying week, Base Education, PBIS	All Staff	Ongoing
Promote a Positive Classroom Culture	Create a culture of kindness, respect, and empathy. Recognize and celebrate achievements, both big and small. Encourage a growth mindset by praising effort and persistence.	student input and voice, community involvement, technology integrations, Mindfulness activities, Flex period, Smartpass, PBIS	All Staff	Ongoing
Involve Parents and Caregivers	Maintain open lines of communication with parents and caregivers. Keep parents informed about their child's progress and any concerns. Involve them in school activities and events to create a sense of community.	School events and workshops, Vaping awareness night, Rhino rollout, BTSN	Admin Team	Ongoing

#### (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

#### Western Placer Unified School District Student Conduct Code

## **Conduct Code Procedures**

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law. Site administration has a copy of the discipline matrix to guide them on student violations and consequences.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

## **(K) Hate Crime Reporting Procedures and Policies**

### **Procedure:**

The Board of Trustees is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:

Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition, and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

## Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

A Uniform Complaint Procedure (UCP) is a written statement alleging unlawful discrimination, or failure to comply with a violation of a federal and/or state law in regards to specific categorical programs.

### UCPs:

Must be filed in writing using the UCP Form and submitted to the district compliance officer

Must be investigated and resolved within 60 calendar days of receipt

May be appealed to the school board

All parties are notified when a complaint is filed and a decision is made

UCP Complaint Forms can be found at the district website under Personnel Complaints and Concerns

### Policy:

The Board of Trustees recognize that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.



Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complaint complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing

Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is agreeable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant and/or the subject of the complaint if different from the complainant, confidential when appropriate as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

#### **(J) Procedures to Prepare for Active Shooters**

Western Placer Unified School District used the K12 Standard Response Protocol (SRP) for all emergency situations. During an active shooter situation classrooms will go into lockdown. Students and staff that are outside can either find a classroom to lockdown in or if safer, leave the school site entirely (Run, Hide, Fight strategies). The following procedures should be followed in the case of a active shooter or suspected individual, personnel should immediately notify the principal or designees, who becomes the site incident commander.

1. Incident commander or other staff will initiate the school into lockdown.
2. 9-1-1 will be called and remain on the line until it is no longer safe to do so, SRO's will also be notified.
3. The district safety team will be notified of the threat (ALERTUS) or other means if necessary.
4. The district safety team will follow specific roles to support school site and work with local emergency agencies.
5. Staff will keep students safe though locks, lights, and out of site.
6. Reunification will occur through the standard reunification method (SRM).

Western Placer Unified School District uses the STOPit App and GoGuardian to monitor for possible threats. All possible threats are investigated with a behavioral threat team and local law enforcement. All threats are taken seriously and will be immediately investigated by administration in coordination with local law enforcement. WPUUSD and Lincoln Police use a Behavioral Threat Assessment when investigating possible threats. In addition, Placer County Office of Education provides additional resources to support threats against schools or individuals. Ongoing training and drills occur for Western Placer Unified Staff and Lincoln Police/Fire to prepare for this type of incident.

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

##### **School Wide Policies**

TBHS has established clear anti-bullying policies in our student handbook that are reviewed with every student in the first weeks of school.

##### **Behavior Expectations**

TBHS promotes and communicates behaviors that promote respect, empathy, and kindness.

##### **Training for Staff**

Teachers and staff are trained in recognizing and addressing bullying types of behavior.

##### **Restorative Practices**

All administrators are trained in restorative practices that promote positive behavior and alternatives to traditional consequences.

##### **Bullying Prevention**

The Stop it QR code is placed around campus so that students can report behaviors anonymously.

##### **Monitor online activity**

Go-Guardian allows the administration to monitor online activity when students are using district devices.

#### **Opioid Prevention and Life-Saving Response Procedures**

##### **Opioid Prevention Education**

**Integration into Curriculum:** At Twelve Bridges High School, opioid prevention will be embedded into the health and wellness curriculum. This includes lessons on the risks of opioid misuse, the dangers of addiction, and safe prescription practices. The school can use real-world examples and interactive teaching methods to engage students.

**Assemblies and Special Events:** The school will host yearly assemblies where guest speakers—such as medical professionals, law enforcement, or individuals in recovery—will address the dangers of opioid abuse. These events will serve as a platform for open discussion about substance use and addiction.

**Counseling and Support Resources:** Twelve Bridges High School's counseling office will offer confidential support for students who are at risk of or struggling with substance use. The school counselors will work with students one-on-one or in group settings to provide resources and guidance.

#### Life-Saving Response Procedures Naloxone (Narcan) Availability:

The school nurse, administrators, security personnel, and select teachers at Twelve Bridges High School will receive Naloxone (Narcan) training. This training will be conducted in partnership with local health authorities to ensure staff are equipped to administer the opioid antidote in an emergency.

Naloxone kits will be available in critical locations.

#### Steps for Responding to Opioid Overdose:

**Recognize Symptoms:** Staff will be trained to identify signs of opioid overdose, such as slow or stopped breathing, unresponsiveness, and pinpoint pupils.

**Emergency Response:** If an overdose is suspected:

Call 911 immediately.

Administer Naloxone if symptoms align with opioid overdose.

Initiate CPR if necessary, and continue monitoring the individual until emergency responders arrive.

Ensure the person is placed in the recovery position (on their side) if they regain consciousness after Naloxone is administered.

#### Post-Incident Care and Support:

After an opioid-related incident, the school will coordinate follow-up care with the student's family and healthcare providers. Students involved in such incidents will be offered counseling and access to support services, maintaining privacy and confidentiality throughout the process.

#### Monitoring and Reporting

**Anonymous Reporting Tools:** The school will implement a system where students and staff can anonymously report concerns about opioid use or other substance abuse issues. This system can be online or through a physical drop-box located in common areas.

**Tracking Incidents:** Twelve Bridges High School will keep records of all opioid-related incidents, including Naloxone administration. This information will be used to review and improve response procedures and prevention strategies.

**Follow-Up Support for Affected Students:** If a student is identified as at risk for opioid misuse or has been involved in an overdose incident, the school will ensure they receive ongoing counseling and access to addiction recovery resources.

#### Opioid Overdose Protocols (SB 10)

Naloxone (Narcan) is a life saving opioid antagonist, used to help reverse the effects of an opioid overdose. Opioids are natural, synthetic, or semi-synthetic chemicals that interact with the opioid receptors in the brain and body. Examples of opioids are hydrocodone, morphine, codeine, fentanyl, and heroin. An opioid overdose occurs when an excessive amount of opioids are absorbed in the body causing injury to the body. Naloxone works by blocking the opioid receptor sites, thereby reversing the toxic effects of the overdose quickly. There are few known adverse effects of Naloxone and no potential for abuse. There are no weight or age-based limits and it is latex free.

In order to treat students, staff, or community members suffering from or reasonably believed to be suffering from an opioid overdose each school has access to one box (two doses) of Naloxone. Naloxone is housed in a wall-mounted box. At Twelve Bridges High School both the AED and Naloxone are kept in the main office and gym.

Signs of an opioid overdose, include but are not limited to:

- ? Damp/Clammy, cold, and/or pale skin
- ? Blue lips, skin, or fingernails
- ? Pinpoint pupils (small, constricted pupils)
- ? Slow or erratic heart rate
- ? Slow or irregular breathing
- ? Unresponsive to voice or touch
- ? Snoring or gurgling sounds coming from the mouth

Protocol for Naloxone Use:

1. Identify that a person is experiencing an overdose (see symptoms above). Shake their shoulders, shout their name/"Hey are you okay", rub a closed fist up and down the front of the ribcage (along the sternum)
2. If the person does NOT respond, activate the emergency response protocol, have someone call 911, and tell the operator you have a person with a potential opioid overdose. If the person is a student, contact the parent/guardian immediately
3. Administer a dose of naloxone into one nostril based on your training from the district nurses
4. Check for breathing and pulse
  - a. If the person is breathing - put them in the recovery position
  - b. If the person is NOT breathing but has a pulse - Give rescue breaths
    - i. Place the face mask over the person's mouth and nose
    - ii. Tilt their chin up to open the airway
    - iii. Give 2 deep and slow breaths (blow enough air to make the chest rise)
    - iv. Give breaths every 5 seconds until spontaneous breathing resumes
  - c. If the person is NOT breathing and does NOT have a pulse - administer AED
5. Check for responsiveness after administration (shake their shoulders, shout their name/ "Hey are you okay", rub a closed fist up and down the front of the ribcage (along the sternum)
6. If they have little to no response, administer a 2nd dose of Naloxone in the opposite Nostril.
7. If the person is still not breathing administer CPR Training for staff will be offered by the School Nurse at least once per school year. During training the School Nurse presents:
  - ? Techniques for recognizing signs and symptoms or suspected opioid overdose; and
  - ? Emergency response and procedures (outlined above) for an unresponsive person; and
  - ? The California Department of Public Health Naloxone video; and
  - ? The location of Naloxone on the school campus; and
  - ? Standards and procedures for storage, reporting, restocking, and emergency use of Naloxone.

### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

1. Hazard Identification: In coordination with the district office, Twelve Bridges High School will conduct site hazard reviews and make recommendations based on those reviews.

#### **2. Response**

Violent incident response requirements include the following steps:

- Respond to reports quickly
- Include all relevant personnel (supervisor, Personnel, LPD, etc.)
- Investigate thoroughly and document appropriately
- Follow up (including, if applicable, consequences for perpetrator(s))
- Re assess plan for future prevention.

#### **3. Retaliation Policy**

- Twelve Bridges High School will ensure there is no retaliation for reporting violent incidents through these steps:
- Clearly state policy of non-tolerance of retaliation within plan

- Protect confidentiality of reporters whenever possible
- Reiterate consequences of retaliation to appropriate parties during investigations
- Follow up appropriately with consequences when retaliation occurs

#### 4. Communication

- Communication of the WVPP will occur in staff meetings, team meetings, negotiations, webpage postings, and emails.
- When a violent incident occurs, communication will occur through one or more of the following: email/ParentSquare, Alertus, intercom/overhead announcements, and/or on-campus phones

#### 5. Documentation

- Twelve Bridges High School will follow the WPUSD WVPP protocols for the documentation of violent incidents, including all associated forms for reporting and logging such incidents.
- Logs will be available at Lincoln High School upon request (within 15 days of the incident) from employees or their representatives.
- Violent Incident Logs will be retained for at least five years

#### 6. Review

- The TBHS WVPP will be reviewed annually and after major incidents.

#### 7. Training

- Employees will be trained annually in regards to the WVPP through Public School Works and district training.
- Training logs will be kept for at least one year.

#### 8. Prevention

There are four types of Workplace Violence, each with their own set of mitigation measures. These include:

TYPE 1: Committed by an outsider with no legitimate relationship to the workplace

- Mitigation: Emergency contact information posted and communicated, providing adequate lighting and security/surveillance for parking lots and other high-risk areas, requiring visitors to sign in, and securing entrance areas

TYPE 2: Customers (this would include both students and their parents. It does include IEP students who act in a violent manner, even if they have no intent to be violent/is a manifestation of disability)

- Mitigation: Limiting open access to school grounds/workplace, ensuring adequate workplace security systems are in place, such as door locks, physical barriers, conducting safety drills (including lockdown drills and evacuation drills), and maintaining effective alerts and communications to alert workplace and summon assistance

TYPE 3: Co Workers (including past employees)

- Mitigation: Training employees and supervisors on the warning signs of potential workplace violence and how to communicate concerns of such signs, effectively communicating anti-violence policy to all staff and well-defined employee discipline/discharge procedures, and limit access to workplace areas for non-employees (including discharged/former employees)

TYPE 4: Personal Relationship (someone not directly affiliated with the workplace but has a connection with someone who does (IE, spouse or significant other.

- Mitigation: Limiting open access to school grounds/workplace, ensuring adequate workplace security systems are in place (such as door locks, physical barriers), and maintaining effective alerts and communications to alert workplace and summon assistance

### **Instructional Continuity Plan**

#### Instructional Continuity Plan

Effective Date: July 1, 2025

Purpose:

To ensure all students have access to quality education during emergencies that disrupt normal school operations, including the provision for in-person learning at alternative locations whenever possible.

#### Key Components

##### 1. Transition to Distance Learning

###### \*Technology Integration:

Western Placer Unified School District operates on a 1:1 device ratio, ensuring all students and staff have access to mobile devices for remote learning.

Wifi hotspots will be provided to families who require internet access.

###### \*Instruction Start Time:

Remote instruction will commence within 10 days of an emergency, leveraging digital platforms such as Google Classroom, Schoology, iReady Learning, and others.

###### \*Flexible Scheduling:

A combination of synchronous and asynchronous learning will accommodate students' varied needs. Flexible scheduling may be implemented to ensure access despite time or resource limitations.

##### 2. Communication Plan

###### \*Emergency Notification:

ParentSquare and Schoology will be used to communicate with families within five days of the emergency, providing clear instructions about the transition to distance learning.

###### \*Ongoing Updates:

Families will receive regular updates through email, text messages, and the district website.

##### 3. Instructional Delivery Options

###### \*Distance Learning:

Teachers will use Google Meetings to conduct virtual classes, supplemented by other approved platforms like Kami, Pebble Go, and Edgenuity. Work packets will be available for families with limited technology access.

###### \*In-Person Learning at Alternative Locations (When Feasible):

Partnerships with Local Facilities: Collaborate with community centers, libraries, and places of worship to establish safe learning spaces.

Temporary School Sites: Utilize unaffected district schools, neighboring districts, or college campuses as alternative locations.

Outdoor Learning: Set up outdoor classrooms in parks or other open spaces, considering safety and weather conditions. This could include the use of the Western Placer Unified School Districts Outdoor Learning Environment (OLE) or The Lincoln High School Farm.

##### 4. Equity and Accessibility

###### \*Special Education:

Services will continue remotely, with accommodations aligned to IEP requirements. Staff will coordinate with families to modify support as needed.

###### \*Mental Health Support:

Counselors, psychologists, and behaviorists will provide online office hours to support students and families. Appointment sign-ups will be facilitated through ParentSquare.

##### 5. Instructional Tools and Resources

###### \*The district will utilize a robust suite of platforms, including:

Google Classroom

Schoology

Performance Matters

iReady Learning

iStation

ALEKS

Screencastify

Pebble Go

Edgenuity

Seesaw

Quizlet

## 6. Evaluation and Flexibility

### \*Blended Learning Models:

Depending on the emergency, the district may employ a hybrid model incorporating remote and in-person instruction.

### \*Continuous Feedback:

Parents, students, and staff will be surveyed to ensure the plan's effectiveness and to make timely adjustments.

By combining flexible remote learning options with innovative solutions for in-person learning, this plan ensures continuity of education while addressing the diverse needs of Western Placer Unified School District's students and families during emergencies.

Alternative Instructional Methods: Plans for remote or online teaching, using technology such as Schoology, Kami, Powerschool, Google Meet, and any other technological resources the district can provide.

Communication Protocols: We will use Parent Square and Schoology to keep students, parents, and staff informed about schedules, assignments, and safety updates.

Access to Resources: We will ensure students and staff have access to the necessary materials (computers, internet, textbooks, etc.) to continue teaching and learning outside the classroom.

Flexible Scheduling: We will create alternate schedules that allow students to continue learning even if traditional class hours aren't possible, including the use of asynchronous learning.

Special Education Considerations: We will Ensure students with special needs receive accommodations, as required by law, in a remote or modified setting.

Staff Roles and Responsibilities: Clearly defined teacher and support staff roles during a disruption, such as who will deliver lessons, communicate with parents, or provide counseling.

Collaboration Tools: Use of digital platforms for collaborative work and teacher-student communication, such as Schoology and Google Meet.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The school site safety plan will be reviewed, evaluated and amended (if necessary) in the fall of each school year by site administration. Pursuant to Education Code Section 53294.6[a]. An opportunity for public comment on this plan is provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection at [wpusd.org](http://wpusd.org) under the Safety Concern tab , then Comprehensive School Site Safety Plans.



**Safety Plan Appendices**

## Emergency Contact Numbers

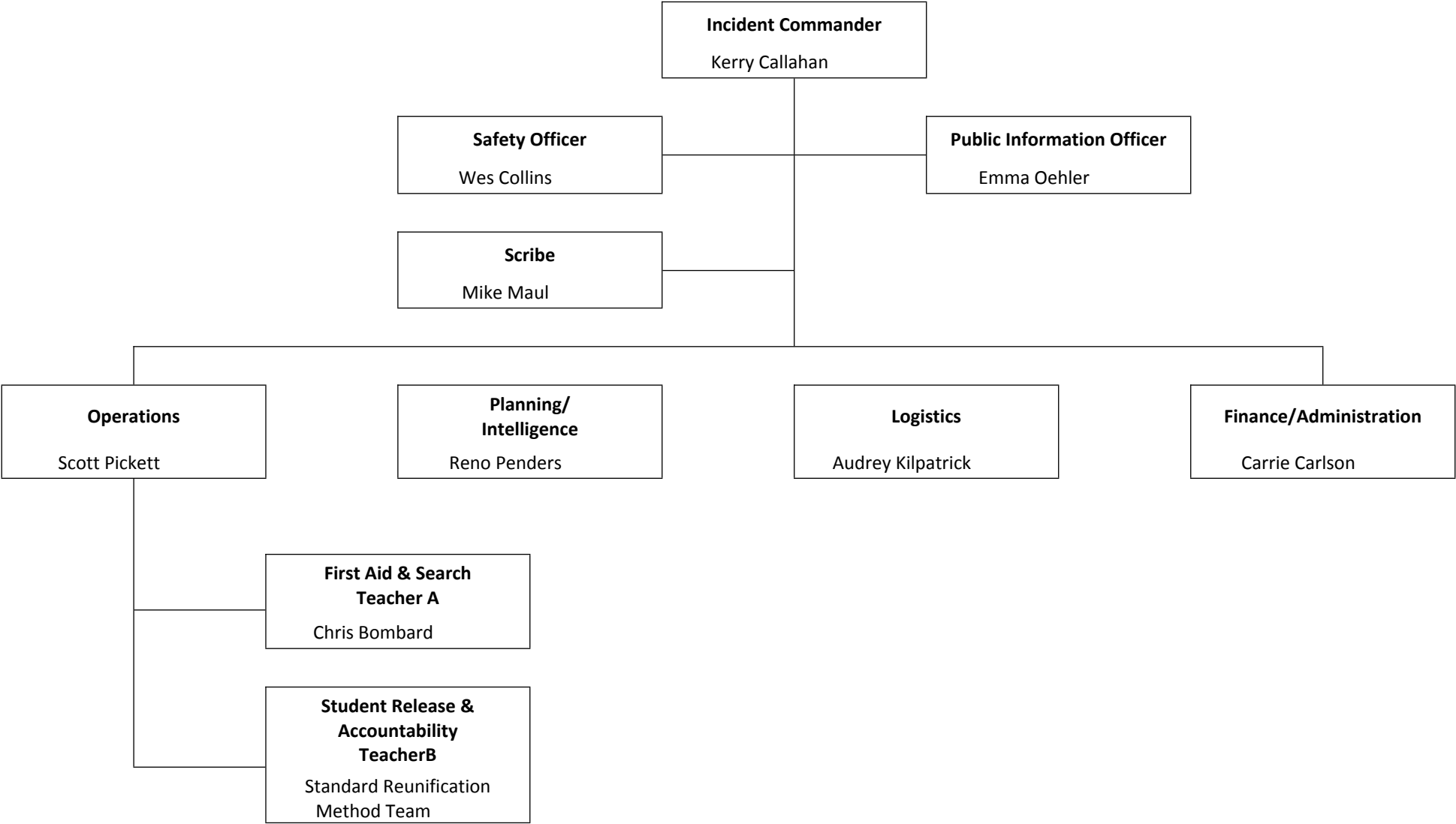
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Placer County	911	Standard Emergency Number
Law Enforcement/Fire/Paramedic	Lincoln Police Department	(916) 645-4040	Local Dispatch for police and fire
Public Utilities	Utilities - City of Lincoln	(916) 645-3314	City of Lincoln Public Works
School District	WPUSD	(916) 645-6350	District Office
Law Enforcement/Fire/Paramedic	Placer County Sheriff	(530) 889-7800	Sheriff's Office
Law Enforcement/Fire/Paramedic	Placer County Probation	(530) 543-7400	Probation
Local Hospitals	Sutter Roseville Emergency	(916) 781-1800	Local Emergency
Local Hospitals	Kaiser Roseville Emergency	(916) 784-4050	Local Emergency
American National Red Cross	Gold Country Region	(916) 993-7070	Emergency Support

### Safety Plan Review, Evaluation and Amendment Procedures

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Review with site safety committee	10/25/24	Office
Review with school site council	10/26/24	B200
Review with local law enforcement (SRO)	10/26/24	B200
School Site Safety Meeting	9/5/24	TBHS
School Site Safety Meeting	10/15/24	TBHS
School Site Safety Meeting	1/16/24	TBHS
School Site Safety Meeting	2/13/24	TBHS
School Site Safety Meeting	3/14/24	TBHS

Western Placer Unified School District Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Standardized                      Emergency                      Management                      System                      (SEMS)

The Standardized Emergency Management System (SEMS) is a statewide California system used by police officers, firefighters and other disaster responders in disaster events. The purpose of SEMS is to aid in communication and response by providing a common communication and management system. The intent of this law is to improve the coordination of state and local emergency response in California. The law is found in Section 8607 of the Government Code.

The basic framework of SEMS incorporates the use of the Incident Command System (ICS). The ICS is designed to be flexible and adaptable to meet the emergency management needs of all agencies. ICS is a management system and provides the organizational framework and acts as an umbrella under which all response agencies may function in an integrated fashion.

During an emergency the School will utilize the ICS to facilitate a coordinated response by the Site Incident Commander, the Incident Management Team and representatives from community responders. A School Incident Command Center will be utilized when necessary.

Activation                      of                      an                      Incident                      Command                      Center

An Incident Command Center will be activated when any emergency situation occurs of such magnitude that requires large commitment of resources or over an extended period of time.

Incident                      Command                      Center                      Locations

The command center location will be designated School location. Once a unified command is established with responding agencies, the command center will be determined by the overall Incident Commander.

Incident                      Management                      Team

District Safety Team - Site Item is free to support the site and assist district team as needed in the event of an emergency.

ASSIGNMENT                      with                      Roles                      and                      Responsibilities  
Incident                      Commander  
Kerry                      Callahan  
Office                      #                      (916)                      645-6351

The WPUSD Incident Commander (IC) is responsible for the overall management of the WPUSD responsibilities during an emergency. The WPUSD IC reports to the school site and a unified incident command center (if established) as soon as possible. All critical decisions and communication will go through IC.

- Back- Up: Reno Penders Office# (916) 645-6350

Planning/Intelligence                      Official  
Reno                      Penders  
Office                      #                      (916)                      645-6350

Coordinate and provide support to the Incident Commander (IC). Decide on a priority basis what must be done and inform/consult with IC and emergency personnel. Monitor, coordinate and support other Crisis Team members, requesting and releasing resources as necessary. Communicate with logistics and liaisons to provide needed resources to the incident site.

- Back- Up: Cliff De Graw Office # (916) 645-6353

Logistics                      Chief  
Audrey                      Kilpatrick

Office # (916) 645-6350  
 Create the district unified command operations center (district office overlook room). Provide, maintain and control selected equipment, supplies, facilities and services required by Incident Command. Evaluate the current size, scope and seriousness of the incident with the Planning/Intelligence Chief and Liaison Official. Maintain a visible chart of resources requested, resources on site, and needs of the incident.

- Back- Up: Carrie Carlson Office # (916) 645-6350

Liaison Official  
 Mike Maul  
 Office# (916) 645-6350  
 Evaluate the current size, scope and seriousness of the incident with the Planning/Intelligence Chief and Liaison Official. Maintain ongoing communication with the district office staff and school site administration for updates and unified messaging. Provides human resources to the crisis as needed.

- Back- Up: Emily Ortiz Office # (916) 645-6350

Public Information Officer  
 Emma Oehler  
 Office # (916) 645-6354  
 Works in direct collaboration to ensure that messaging is accurate and timely. The officer will stay with the incident command for the entire incident and update the liaison officer with approved messaging. All follow up messaging will go through IC and the public information officer. Officer communicates with the head of the district office, school board, and district admin.

- Back- Up: Mike Maul Office # (916) 645-6350

Operations Officer  
 Scott Pickett  
 Office # (916) 645-6345  
 Establishes strategy and specific tactics to accomplish goals and objectives set by command. Coordinates and executes strategies and tactics to achieve response objective. Point of contact to help field questions from public at the district office.

Technology Supports  
 Kevin Perry  
 Office # (916) 645-5175  
 Supports all sites by managing and keeping technology working during a crisis. Creates access to outside agencies for critical information sharing.

- Back-Up: Austin Dirks Office # (916) 645-5175

Crisis Response Team Officer  
 Ellie Martinez  
 Office # (916) 645-6350  
 Gathers critical information and uses district staff to provide emotional support for students, staff, and family after the incident. Connects with outside agencies to provide additional support as needed.

- Back-Up: Vincent Hurtado Office # (916) 434-3708

**Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

**Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

**Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

**Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

**Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

The first response to an emergency is to determine the type of emergency that has taken place. Once the type of emergency has been identified sites will determine if they need to implement an action from the Standard Response Protocol (SRP).

### **Step Two: Identify the Level of Emergency**

Level 1 - A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury on the play yard.

Level 2 - A moderate emergency that requires assistance from outside agencies, e.g., a fire on campus, major medical incident, or a person who needs to be removed from campus.

Level 3 - A major emergency that requires assistance from outside agencies, e.g., an intruder on campus, an act of violence against the school, an emergency requiring an immediate evacuation.

For a level 2 and 3 emergencies 911 should be called immediately, response time may be delayed with outside agencies.

### **Step Three: Determine the Immediate Response Action**

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. School personnel will respond with the appropriate action from the SRP if necessary.

Hold is followed by the directive: "In your room or area".

Secure is followed by the directive: "Get inside, lock outside doors".

Lockdown is followed by the directive: "Locks, Lights, Out of Sight".

Evacuate is followed by the location to evacuate to.

Shelter is followed by the Hazard and the Safety strategy.

### **Step Four: Communicate the Appropriate Response Action**

Once the type of immediate response is determined, the site administrator or designee (incident commander) must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. Be calm, direct, and clear in your directive, the directive should be repeated at least twice. Communication should be transmitted over the PA system, additionally over two way radios, and/or through email/text communication if your staff practices using these systems.



## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

The administration or designee will initiate appropriate actions which may include, Shelter in place, or Evacuate depending on the nature of the accident, the location of damage, and the existence of any spills/fires that may have occurred because of the crash. The district safety team will be notified in order to support the incident.

### **Animal Disturbance**

The administration or designee will initiate appropriate actions with the presence of a dog, coyote, mountain lion, bear, or any other wild animal that threatens the safety of the students and staff. Appropriate actions may include Hold, Secure, or Lockdown depending on the situation and location of the animal. The district safety team will be notified in order to support the incident.

### **Armed Assault on Campus**

The administration or designee will initiate appropriate actions which may include Lockdown or Evacuate depending on the nature of the incident, local law enforcement will be immediately notified to neutralize the threat. The district safety team will be notified to support the site, activate incident command and implement the Standard Reunification Method.

### **Biological or Chemical Release**

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck or tanker in proximity of the school. The following indicators may suggest the release of a biological substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead bird. The administration or designee will initiate appropriate actions which may include Hold, Secure, Shelter, or evacuate. The district safety team will be notified in order to support the incident.

### **Bomb Threat/ Threat Of violence**

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. The person receiving the threat should try to keep the person on the phone as long as possible, while having another staff member contact law enforcement. Staff should ask the caller questions in order to fill out the Bomb Threat cards. DO NOT HANG UP, even if the caller does. The administrator or designee will initiate appropriate actions, which may include Hold, Lockdown, Secure, or Evacuate. Law enforcement will be contacted immediately to help assist with the level of threat. The district safety team will be notified in order to support the incident.

### **Bus Disaster**

These procedures are for use by bus drivers and school administration in the event of a serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Secure, Shelter, or Evacuate the bus. The district safety team will be notified in order to support the incident.

### **Disorderly Conduct**

This involves a student, staff member or visitor exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Hold, Secure, Lockdown, or evacuate. Depending on the level of disorderly conduct, the administrator or designee may contact the SRO or Lincoln Police for support. The district safety team will be notified in order to support the incident.

### **Earthquake**

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants and light fixtures, or hear objects wobbling on shelves. Or, you may be jarred first by a violent jolt (similar to a sonic boom). You may also hear a low, and perhaps very loud, rumbling noise. A second or two later, you feel the shaking, and by this time you'll find it very difficult to move from one place to another. It is important to take "quake-safe" action at the first indication of ground shaking. Don't wait until you are certain an earthquake is occurring. As the ground shaking grows stronger, dangers increase. For example:

Free-standing bookshelves and cabinets are likely to topple. Wall mounted objects, such as clocks and artwork, may shake loose and fly across the room.

Suspended-ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them.

Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter and sending dangerous shards into the room.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress, especially if you're not prepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but a little less so if it is anticipated.

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a minor tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Shelter in place followed by an Evacuation to an appropriate location. The district safety team will be notified in order to support the incident.

### **Explosion or Risk Of Explosion**

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school. The administrator or designee will initiate appropriate actions which may include Shelter, Lockdown, or Evacuate depending on the situation. The district safety team will be notified in order to support the incident.

### **Fire in Surrounding Area**

This procedure addresses the situation where a fire is discovered on an area adjoin the school. The response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate the appropriate actions, which may include Shelter or Evacuate. This is dependent of the scope of the fire, the threat to the school, and guidance from local emergency agencies. The district safety team will be notified in order to support the incident.

### **Fire on School Grounds**

This procedure addresses situations where a fire is discovered on school grounds by a person or an alarm is triggered. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire or alarm, teachers or staff will direct all occupants out of the building, signal the fire alarm if necessary, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuation response action. Call 911 for immediate assistance from the fire department. The district safety team will be notified in order to support the incident.

A fire drill will be held each month. The fire alarm will be sounded and is a very distinct tone. Upon hearing the alarm, administration or designee will initiate the Evacuate order, teachers and staff are to evacuate the classroom on the designated path to the evacuation area. Teachers are to take their roll books, turn off their lights, and check attendance when they have arrived at the designated area.

In case of a missing student, it is crucial to let administration know immediately (green and red cards) to facilitate a search for the student who is not accounted for.

The teacher is responsible for the orderly manner in which students conduct themselves during the fire drill and in the instruction of such a drill. The "All Clear" will be announced over the PA system.

In the Event of a Fire:

The fire alarm will be activated by personnel at the nearest fire alarm pull station, or immediate contact will be made with the school office by the school intercom system. The fire alarm will be activated from the office. See specific school site procedures.

Call 9 1 1 if safe to do so with specific details of the fire.

Upon hearing the fire alarm, under the supervision of the teacher, students will:

Evacuate the classroom

Walk to the predetermined location

Wait without talking for instruction from the teacher

Upon hearing the fire alarm, the teacher will:

Secure the emergency bag and emergency list

Escort students from the room

Maintain control of students during the evacuation

Take roll of students once class has arrived at the predetermined location

Await further direction

In the event that the procedure is a drill or the emergency is over, an "All Clear" announcement will be broadcast.

### **Flooding**

In the event of a flood, the administration or designee will determine whether or not to institute one of the standard response protocols. If the flooding is specific to a classroom the site should work with maintenance to mitigate the situation. If the flooding is on a larger scale sites may need to Evacuate or Secure depending on what is safer for students and staff. The district safety team will be notified in order to support the incident.

### **Loss or Failure Of Utilities**

This addresses situations involving a loss of water, power or other utility on school grounds. The administrator or designee will reach out to maintenance to address the scope of the problem and a timeframe for repairs if needed. For failures outside of the school, backup power systems will run for an hour. For times moving past this, sites can work with the DO to have generators brought on site to keep systems up and running. The administrator or designee will initiate appropriate actions, which may include Shelter or Evacuate. Depending on the time and scope of the failure, students may be let out of school early to keep staff and students safe.

### **Motor Vehicle Crash**

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to the school property. Given the nature of the crash, there may be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Shelter, Lockdown, or evacuate. Local emergency agencies should be contacted as necessary. The district safety team will be notified in order to support the incident.

### **Pandemic**

In the event of a pandemic outbreak, the school administration or designee, along with the guidance from the superintendent, school nurse, and county health, will determine whether to continue face to face instruction or move to a distance learning format.

### **Psychological Trauma**

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or social tensions, he or she should contact the district safety team to request the services of the psychological crisis response team. Emergencies like those listed above usually produce one or more of the following conditions; temporary disruption of regular school functions and routines, significant interference with the ability of staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon the physical safety of those involved has been met, attention must turn to meeting the emotional and psychological needs of students and staff.

### **Suspected Contamination of Food or Water**

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by district office staff or local agencies. Indicators of contamination may include unusual odor, color, taste or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will notify the district safety team of

the problem and work together to address the issue. The food services director and district nurse will also be notified and provide supports as needed for the situation. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals intentionally contaminating the food or water source.

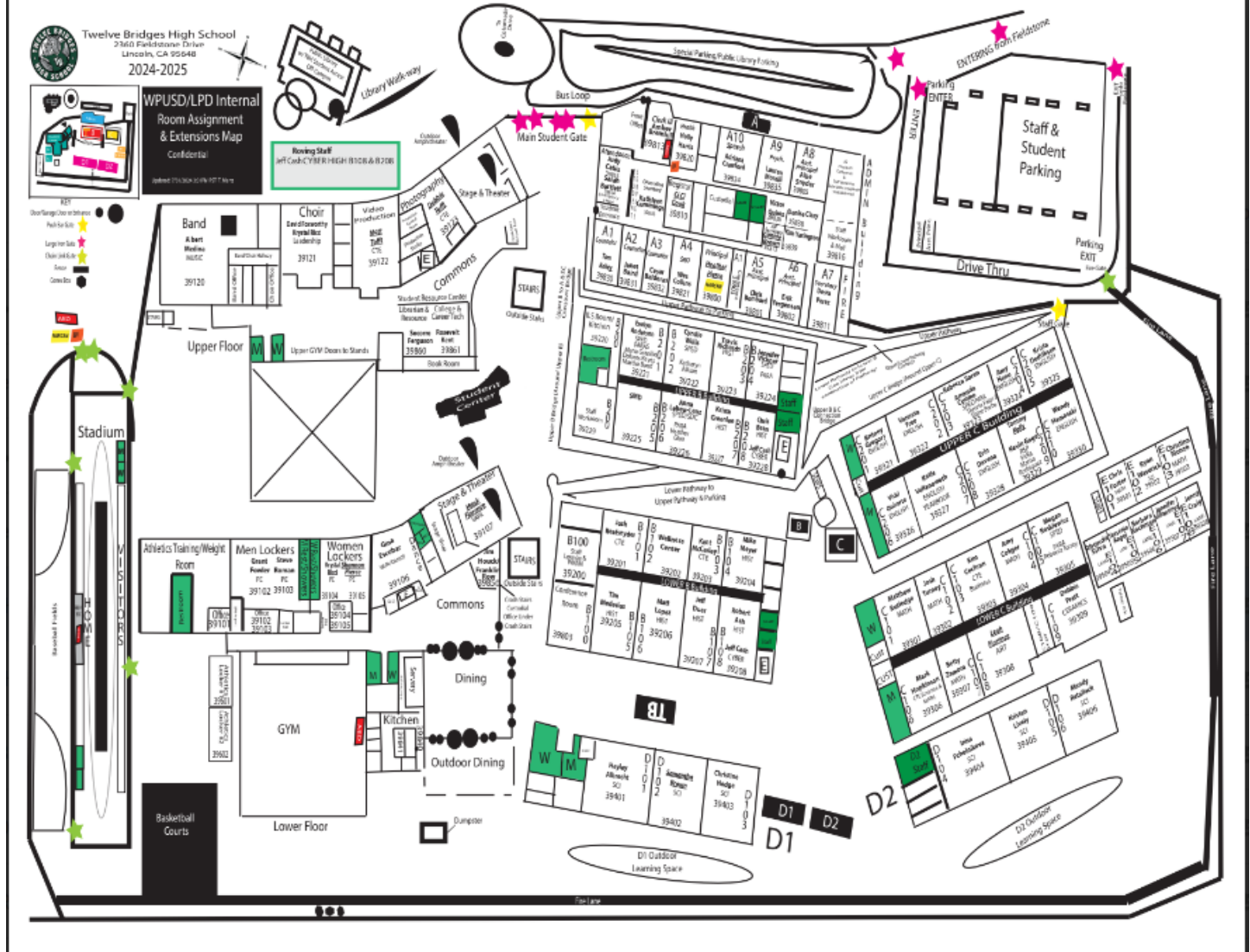
#### **Tactical Responses to Criminal Incidents**

Depending on the nature of the incident, the school administration may determine that one of the standard responses, such as a Lockdown, is necessary. The administration or designee will coordinate with Lincoln PD, including the SRO to respond to the incident. The district safety team will be notified in order to further support the incident. Lincoln Police trains for tactical responses at school sites in Western Placer Unified School District for criminal incidents.

#### **Unlawful Demonstration or Walkout**

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. A walkout is considered symbolic speech and protected under the First Amendment, but student speech can be limited if it disrupts the educational process, and generally students leaving class would be considered disruptive to the education environment and schools can regulate this activity. Upon indication that an unlawful demonstration or walkout is to begin, staff should immediately notify the administrator or designee. Schools must supervise students on school grounds and enforce rules necessary to protect students. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany students off campus. School administration will make the decision to discipline students for demonstration or walkout. Discipline will be within what a student would normally receive for unexcused absences and/or appropriate for the behaviors students exhibited. Students will not be disciplined to a greater extent than what they would normally receive for these actions. Schools should work with students and staff prior to any political demonstration to prepare for supervision and safety needs, and to discuss other effective ways for students to express their political views with potentially less academic disruption.

# Emergency Evacuation Map



## **Adaptations for Pupils with Disabilities (SB 323)**

To address the safety and well-being of all students, our school site is committed to providing appropriate adaptations and accommodations for students with special needs during safety drills and disaster response procedures. School staff are well-versed in implementing necessary adjustments to address the unique requirements of students with diverse needs, including those with physical, sensory, or cognitive challenges.

School disaster response plans consider the evacuation, transportation and medical needs of students with diverse needs in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with disabilities. These additional safeguards are outlined below. All listed items are in alignment with applicable building and fire codes in place at the time of construction or renovation.

- Staff will review all paths of travel and potential obstacles in order to:
  - Know the school grounds, paths, exits, and potential obstacles; and
  - Determine appropriate primary and secondary paths of exit to be used during emergencies; and
  - Compile and distribute evacuation route information to be used during an emergency.
- Site and District staff will work together to install and maintain appropriate signage and alarms including:
  - Evacuation/exit signage; and
  - Emergency notification devices such as lighting and audible alarms.
- Identify students and staff with special needs and the type of assistance they will require in an emergency. To assist in this process the school will:
  - Discuss evacuation accommodations with staff; and
  - Implement these accommodations during practice drills; and
  - Modify plans as needed.
- Train staff on general evacuation procedures including procedures for checking that each student with special needs is accounted for during an evacuation
- Drill safety response plans with students and staff throughout the school year in order to solidify practices and identify areas for improvement

Recognizing the importance of individualized care, parents and guardians are encouraged to reach out to the school principal if they wish to discuss their child's specific needs further. The school is dedicated to fostering open communication and collaboration between educators and parents to ensure that every student, regardless of ability, can confidently and safely navigate emergency situations within the school environment.

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
1	20026415	Abaro	Kainala	9	Art 1	Florence, Leah	F		
2	20026415	Abaro	Kainala	9	Math 1	Cokgor, Amy	D-		
3	20018008	Aguilar	Olivia	9	Coed 9th PE	Fowler, Grant Richard	D		
4	20018008	Aguilar	Olivia	9	Art 1	Florence, Leah	D		
5	20018008	Aguilar	Olivia	9	English 9	Gregory, Brittney	F		
6	20018008	Aguilar	Olivia	9	Piano/Keybrd	Medina, Albert Aaron	D		
7	20018008	Aguilar	Olivia	9	Math 1	Cokgor, Amy	D+		
8	20012846	Alkhudr	Joseph	12	Psychology and Human Development	Greenlee, Krista L.	D		
9	20012846	Alkhudr	Joseph	12	English 12	Quirarte, Vicki	F		
10	20015948	Almazan	Jonalyn	10	Art 2	Pratt, Deborah Marie	D-		
11	20012869	Altamirano	Makenna	12	AP Spanish Lang	Silva, Rhonda Gail	F		
12	20012869	Altamirano	Makenna	12	Art 2	Pratt, Deborah Marie	F		
13	20012869	Altamirano	Makenna	12	Personal Finance Management	Foster, Christopher W.	F		
14	20029050	Alvarado	Juan	11	Spanish 3	Silva, Rhonda Gail	D	SPED	
15	20030615	Alves	Kyanna	11	Spanish 3	Silva, Rhonda Gail	D		
16	20030615	Alves	Kyanna	11	Advisory Period	Hodge, Christine	D		
17	20030615	Alves	Kyanna	11	Math 2	Alonso, Cristina	F		
18	20030615	Alves	Kyanna	11	English 11	Hamasaki, Wendy S	F		
19	20030615	Alves	Kyanna	11	World Hist B CybHi	Cash, Jeffrey M	F		
20	20030615	Alves	Kyanna	11	U S History	Bean, Christopher Collins	D		
21	20016042	Anderson	Faith	12	College Experience	Snyder, Alexandra	F		
22	20016042	Anderson	Faith	12	College Experience	Snyder, Alexandra	F		
23	20025636	Anderson	Zailyn	11	AP Precalculus	Zamora, Elizabeth	D		
24	20027756	Androski	Aiden	10	English 10	Davena, Erin	D		
25	20027756	Androski	Aiden	10	Math 2	Hopkinson, Marc	F		
26	20027756	Androski	Aiden	10	Mod Wrld Hist	Richard, Travis	F		
27	20027756	Androski	Aiden	10	Intermediate Business Comm Tech	Cochran, Kimberly	D		
28	20014315	Aronsen	Mason	10	Math 2	Cokgor, Amy	D		
29	20023392	Arruda	Kianna	11	English 2B CybHi	Cash, Jeffrey M	F		
30	20023392	Arruda	Kianna	11	Math 2	Cokgor, Amy	D		
31	20023392	Arruda	Kianna	11	U S History	Bean, Christopher Collins	D-		
32	20031827	Avelino	Daniel	11	Math 3	Zamora, Elizabeth	D-		
33	20031827	Avelino	Daniel	11	Art 2	Pratt, Deborah Marie	F		
34	20015557	Avila	Jazzlyne	12	Basic English 12	Lehew-Lenz, Anna	D		
35	20025552	Baker	Ayrez	11	Hist of Cinema	McCarley, Kent	F	SPED	
36	20025552	Baker	Ayrez	11	Int Science	Foxworthy, David L	F	SPED	
37	20025552	Baker	Ayrez	11	Math 3	Turney, Joshua	F	SPED	
38	20025552	Baker	Ayrez	11	U S History	Bean, Christopher Collins	F	SPED	
39	20030833	Baldonado	Gordon	12	American Govt	Meyer, Michael	D		
40	20016035	Baltazar	Kaitlyn Elena	10	Math 2	Alonso, Cristina	F		
41	20016447	Baltazar	Markus Alexander	12	Cons Math	Turney, Joshua	F		
42	20016447	Baltazar	Markus Alexander	12	Economics	Medeiros, Timothy	F		
43	20016447	Baltazar	Markus Alexander	12	Phys Ed 10-12	Brown, James C	F		

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
44	20016447	Baltazar	Markus Alexander	12	Art 1	Florence, Leah	F		
45	20016447	Baltazar	Markus Alexander	12	English 12	Heno, Amy	F		
46	20017009	Bancroft	Sydnee	9	Expl Comp Sci	McCarley, Kent	D+		
47	20024480	Barnes	Logan	10	Math 2	Turney, Joshua	D		
48	20025569	Belding	Krue	9	Spanish 1	Angel, Yessenia	D		
49	20025569	Belding	Krue	9	Math 1	Alonso, Cristina	F		
50	20018756	Bellefeuille	Chloe	11	English 11	Hamasaki, Wendy S	D		
51	20022464	Bergkvist-Lecussan	Angeline	10	Math 1	Cokgor, Amy	F	Janet	met on 10/21
52	20022464	Bergkvist-Lecussan	Angeline	10	English 10	Tree, Vanessa	F	Janet	met on 10/21
53	20014350	Berner	Aislin	11	English 11	Heno, Amy	D-		
54	20014350	Berner	Aislin	11	Weight Trng/Fitnes	Ricci, Krystal Renee	D		
55	20016473	Berner	Brynn	9	Biology	Wasurick, Ryan	F		
56	20016473	Berner	Brynn	9	State Requirements	Meyer, Michael	D		
57	20016473	Berner	Brynn	9	Spanish 1	Rachman, Barbara	F		
58	20014329	Beyer	Adriel	11	Math 2	Alonso, Cristina	D		
59	20030970	Beyer	Zenock	9	State Requirements	Ash, Robert Douglas	D		
60	20030970	Beyer	Zenock	9	Math Lab	Alonso, Cristina	F		
61	20030970	Beyer	Zenock	9	Math 1	Cokgor, Amy	F		
62	20030970	Beyer	Zenock	9	Biology	Wasurick, Ryan	F		
63	20032477	Bhupal	Navjot	9	Art 1	Florence, Leah	F	Home Hospital	
64	20032477	Bhupal	Navjot	9	State Requirements	Meyer, Michael	F	Home Hospital	
65	20032477	Bhupal	Navjot	9	Biology	Wasurick, Ryan	F	Home Hospital	
66	20029008	Biddle	Ruby	12	Psychology and Human Development	Greenlee, Krista L.	F		
67	20030665	Blagg	Lincoln	10	Math 2	Turney, Joshua	F		
68	20030748	Blancaflor	Jacob Andrew	11	Weight Trng/Fitnes	Ricci, Krystal Renee	D		
69	20030748	Blancaflor	Jacob Andrew	11	English 11	Hamasaki, Wendy S	F		
70	20030748	Blancaflor	Jacob Andrew	11	Math 3	Turney, Joshua	D-		
71	20030748	Blancaflor	Jacob Andrew	11	U S History	Bean, Christopher Collins	D-		
72	20030748	Blancaflor	Jacob Andrew	11	Guitar	Medina, Albert Aaron	D-		
73	20028781	Blankenship	Alexander	11	Concert Band	Medina, Albert Aaron	F		
74	20015743	Bolanos	John	10	English 10	Tree, Vanessa	F		
75	20015743	Bolanos	John	10	Math 2	Cokgor, Amy	F		
76	20013538	Bopp	Madison	12	Adv Digital Photography	Tofft, Matthew J	D+		
77	20026206	Bordessa	Gioachino	11	Human Anatomy	Wasurick, Ryan	D		
78	20017199	Botonis	Olivia	9	State Requirements	Meyer, Michael	F		
79	20017199	Botonis	Olivia	9	Math 1	Johnson, Ben	D-		
80	20023343	Bowden	Jackson	12	Human Anatomy	Wasurick, Ryan	D		
81	20027551	Boyle	Callista	10	Math 2	Cokgor, Amy	D+	SPED	
82	20012576	Brandyberry	Ashton	12	Work Experience	Yergensen, Erik Baker	F		
83	20012576	Brandyberry	Ashton	12	Work Experience	Yergensen, Erik Baker	F		
84	20032089	Brock	Evan	11	Hist of Cinema	Craig, Jennifer	D		
85	20032089	Brock	Evan	11	Political Science	Duer, Jeffrey M	D+		
86	20032089	Brock	Evan	11	Math 3	Foster, Christopher W.	D		



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87	20032089	Brock	Evan	11	English 11	Hamasaki, Wendy S	D		
88	20032090	Brock	Averi	9	Math 1	Cokgor, Amy	D-		
89	20030012	Broneer	Charles	10	Math 2	Hopkinson, Marc	F		
90	20030012	Broneer	Charles	10	Chemistry	Pchelnikova, Irina	D		
91	20030012	Broneer	Charles	10	English 10	Tree, Vanessa	F		
92	20027141	Brooks-Burgos	Xavier	11	Hist of Cinema	McCarley, Kent	D		
93	20027141	Brooks-Burgos	Xavier	11	Math 2	Alonso, Cristina	F		
94	20027141	Brooks-Burgos	Xavier	11	U S History	Bean, Christopher Collins	F		
95	20027141	Brooks-Burgos	Xavier	11	English 1B CybHi	Cash, Jeffrey M	F		
96	20027141	Brooks-Burgos	Xavier	11	English 11	Hamasaki, Wendy S	D		
97	20014336	Brudno	Allison	11	Math 3	Zamora, Elizabeth	F		
98	20032293	Buff	Neecee Buff	10	Phys Ed 10-12	Brown, James C	F	Transferred Out	
99	20032293	Buff	Neecee Buff	10	Mod Wrld Hist	Richard, Travis	F	Transferred Out	
100	20032293	Buff	Neecee Buff	10	Math 2	Hopkinson, Marc	F	Transferred Out	
101	20032293	Buff	Neecee Buff	10	English 10	Davena, Erin	F	Transferred Out	
102	20032293	Buff	Neecee Buff	10	Art 1	Florence, Leah	F	Transferred Out	
103	20032293	Buff	Neecee Buff	10	Hist of Cinema	Reafsnnyder, Joshua David	D-	Transferred Out	
104	20032293	Buff	Neecee Buff	10	PLTW Principles of Biomedical Science	Wyatt Retallack, Amanda J	F	Transferred Out	
105	20032293	Buff	Neecee Buff	10	Spanish 1	Angel, Yessenia	D-	Transferred Out	
106	20014871	Bunch	Aiden	11	Math 3	Zamora, Elizabeth	F		
107	20014871	Bunch	Aiden	11	English 11	Hamasaki, Wendy S	D		
108	20014209	Bunton	Matthew	11	Political Science	Duer, Jeffrey M	D-		
109	20014209	Bunton	Matthew	11	AP US History	Duer, Jeffrey M	D-		
110	20014061	Burgess	Kaylee	11	Personal Finance Management	Foster, Christopher W.	D		
111	20014061	Burgess	Kaylee	11	AP Language & Comp	Dedriksen, Krista	D		
112	20014061	Burgess	Kaylee	11	Human Anatomy	Wasurick, Ryan	D		
113	20025188	Burns	Cashlyn	10	Math 2	Turney, Joshua	D		
114	20025038	Caldwell	Wyatt	10	Math 2	Hopkinson, Marc	D	Transferred Out	
115	20025772	Calleton	Keira	12	Work Experience	Yergensen, Erik Baker	F		
116	20032479	Camm	Brooklyn	10	Spanish 1	Rachman, Barbara	D-	SPED	
117	20032479	Camm	Brooklyn	10	Curr Support Cuomo	Cuomo, Amanda Nicole	F	SPED	
118	20016280	Campbell	Talin	12	Work Experience	Yergensen, Erik Baker	F		
119	20016280	Campbell	Talin	12	Work Experience	Yergensen, Erik Baker	F		
120	20022766	Campbell	Grace	10	Math 2	Cokgor, Amy	F		
121	20017510	Campos Hernandez	Joshua	10	Math 2	Cokgor, Amy	F		
122	20017510	Campos Hernandez	Joshua	10	English 10	Gregory, Brittney	F		
123	20013836	Carlton	Dylan	10	English 10	Davena, Erin	D		
124	20032253	Carroll	Aidan	11	Guitar	Medina, Albert Aaron	D+		
125	20014947	Casas	Jean Pierre	10	English 10	Davena, Erin	D-		
126	20014947	Casas	Jean Pierre	10	Math 2	Turney, Joshua	D		
127	20032441	Casoria	Gustavo	9	Guitar	Medina, Albert Aaron	F		
128	20032441	Casoria	Gustavo	9	English 9	Gregory, Brittney	D+		
129	20032441	Casoria	Gustavo	9	State Requirements	Meyer, Michael	F		

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130	20032441	Casoria	Gustavo	9	Math 1	Johnson, Ben	F		
131	20026960	Castaner	Ariella	10	English 10	Tree, Vanessa	F		
132	20026960	Castaner	Ariella	10	Math 2	Hopkinson, Marc	F		
133	20027098	Catanzariti	Nolan	12	Weight Trng/Fitnes	Fowler, Grant Richard	F		
134	20027098	Catanzariti	Nolan	12	Economics	Medeiros, Timothy	F		
135	20027098	Catanzariti	Nolan	12	Adv Digital Photography	Tofft, Matthew J	D-		
136	20026940	Causland	Violet	12	Basic English 12	Lehew-Lenz, Anna	F	Transferring Out	
137	20026940	Causland	Violet	12	Basic Life Science	Vickner, Jennifer Fruetel	F	Transferring Out	
138	20026940	Causland	Violet	12	Curr Support Lehew-Lenz	Lehew-Lenz, Anna	F	Transferring Out	
139	20026940	Causland	Violet	12	Phys Ed 10-12	Brown, James C	F	Transferring Out	
140	20026940	Causland	Violet	12	Teacher Assist*	Lehew-Lenz, Anna	F	Transferring Out	
141	20026940	Causland	Violet	12	Basic World History	Lehew-Lenz, Anna	F	Transferring Out	
142	20026940	Causland	Violet	12	Curriculum Support Vickner	Vickner, Jennifer Fruetel	F	Transferring Out	
143	20026940	Causland	Violet	12	Basic Government	Lehew-Lenz, Anna	F	Transferring Out	
144	20014622	Chapple	William	10	Math 2	Alonso, Cristina	F		
145	20016485	Chea	Yootika	11	Math 3	Turney, Joshua	D-		
146	20016485	Chea	Yootika	11	Spanish 2	Angel, Yessenia	D		
147	20017152	Cheairs	Anthony	9	Art 1	Florence, Leah	F	SPED	
148	20017152	Cheairs	Anthony	9	English 9	Davena, Erin	D+	SPED	
149	20017152	Cheairs	Anthony	9	State Requirements	Meyer, Michael	F	SPED	
150	20017152	Cheairs	Anthony	9	Biology	Lively, Kristen	D	SPED	
151	20022750	Christensen	Liv	9	English 9 (H)	Gregory, Brittney	F		
152	20018661	Citro	Rylee	9	Math 1	Alonso, Cristina	F		
153	20018661	Citro	Rylee	9	Intro to Media Arts	Reafsnnyder, Joshua David	D		
154	20018661	Citro	Rylee	9	Biology	Wasurick, Ryan	D		
155	20018661	Citro	Rylee	9	Spanish 1	Rachman, Barbara	D+		
156	20028803	Clark	Riley	11	Human Anatomy	Wasurick, Ryan	F		
157	20014920	Cleto	Jarrell	11	Math 2	Cokgor, Amy	F		
158	20014557	Cleveland	Brody	11	Math 3	Turney, Joshua	D		
159	20025876	Cloud	Kerry	11	English 11	Hamasaki, Wendy S	D	Transferred Out	
160	20025876	Cloud	Kerry	11	Concert Choir	Medina, Albert Aaron	D-	Transferred Out	
161	20025876	Cloud	Kerry	11	Forensics	Christensen, Samantha	D+	Transferred Out	
162	20025876	Cloud	Kerry	11	Math 2	Alonso, Cristina	F	Transferred Out	
163	20025876	Cloud	Kerry	11	English 2B CybHi	Cash, Jeffrey M	F	Transferred Out	
164	20029391	Cole	Jaidyn	12	Human Anatomy	Wasurick, Ryan	D		
165	20014670	Colson	Camryn	11	AP Physics	Wasurick, Ryan	F		
166	20026958	Compton	Jacob	9	Math 1	Cokgor, Amy	D		
167	20026958	Compton	Jacob	9	State Requirements	Meyer, Michael	D-		
168	20026603	Conley	Rowen	10	English 10	Tree, Vanessa	D-		
169	20026603	Conley	Rowen	10	Math 2	Hopkinson, Marc	F		
170	20026603	Conley	Rowen	10	Dance 1	Escobar, Gina Caroline	F		
171	20015567	Conway	Riley	10	Math 2	Cokgor, Amy	D		
172	20032311	Cook	Everett	9	Spanish 1	Angel, Yessenia	F		

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173	20032311	Cook	Everett	9	Intro to Media Arts	Tofft, Matthew J	D		
174	20032311	Cook	Everett	9	Math 1	Alonso, Cristina	F		
175	20026147	Cookson	Eden	9	Concert Band	Medina, Albert Aaron	F		
176	20023976	Cooper	Kailyn	11	Math 3	Zamora, Elizabeth	D		
177	20013499	Cortes	Camila	10	Basic World History	Lehew-Lenz, Anna	D-	SPED	
178	20013499	Cortes	Camila	10	Curr Support Lehew-Lenz	Lehew-Lenz, Anna	D	SPED	
179	20012390	Crawford	Vance	12	Advanced Video/Film Production	Tofft, Matthew J	F		
180	20014163	Crockett	Alexander	11	English 11	Hamasaki, Wendy S	F		
181	20014163	Crockett	Alexander	11	Math 3	Turney, Joshua	F		
182	20014163	Crockett	Alexander	11	U S History	Bean, Christopher Collins	D+		
183	20018657	Cuellar	Natalie	11	AP Language & Comp	Dedriksen, Krista	F		
184	20020279	Cullen	Kipp	10	Math 2	Cokgor, Amy	F		
185	20028445	Czigler	Samantha	11	Math 3	Zamora, Elizabeth	F		
186	20014567	Da Prato	Brayden	11	Math 3	Turney, Joshua	F		
187	20014567	Da Prato	Brayden	11	U S History	Bean, Christopher Collins	D-		
188	20030690	Dahl	Lindsey	10	AP European History	Greenlee, Krista L.	F		
189	20027137	Davis	Ashton	10	English 10	Tree, Vanessa	D		
190	20030912	De Leon	Asher	12	Weight Trng/Fitnes	Fowler, Grant Richard	D		
191	20031887	de Queiroz	Pedro	9	Math 1	Johnson, Ben	F		
192	20031887	de Queiroz	Pedro	9	Biology	Lively, Kristen	F		
193	20013706	DeArcos	Elijah	11	Math 3	Turney, Joshua	D		
194	20012646	DeLeon	Alicia	12	Ap Eng Lit	Vellanoweth, Katherine	D		
195	20029639	Demere	Alessandra	10	Digital Photography	Tofft, Deborah C	D+		
196	20029639	Demere	Alessandra	10	Math 2	Cokgor, Amy	F		
197	20023980	Devries	Loryn	11	Forensics	Lively, Kristen	D-	SPED	
198	20023980	Devries	Loryn	11	Math 3	Zamora, Elizabeth	F	SPED	
199	20023980	Devries	Loryn	11	U S History	Bean, Christopher Collins	F	SPED	
200	20024094	Dezorzi	Midus	9	State Requirements	Richard, Travis	F		
201	20024094	Dezorzi	Midus	9	Math 1	Cokgor, Amy	D-		
202	20017030	Dhaliwal	Neel	9	Art 1	Florence, Leah	D+		
203	20017030	Dhaliwal	Neel	9	Spanish 1	Rachman, Barbara	D		
204	20014143	Diaz	Benjamin	11	Math 3	Zamora, Elizabeth	D-		
205	20029509	Diaz	Marcos	11	U S History	Bean, Christopher Collins	F		
206	20029509	Diaz	Marcos	11	English 1A CybHi	Cash, Jeffrey M	F		
207	20029509	Diaz	Marcos	11	English 11	Hamasaki, Wendy S	F		
208	20029509	Diaz	Marcos	11	Math 1	Cokgor, Amy	F		
209	20029511	Diaz-Kelley	Isabella	9	Dance 1	Escobar, Gina Caroline	D		
210	20029049	Dickerson	Hunter	11	AP Physics	Wasurick, Ryan	D		
211	20015590	Dirmeyer	Lily	10	English 10	Davena, Erin	D		
212	20015590	Dirmeyer	Lily	10	Math 2	Cokgor, Amy	F		
213	20026807	Dore	Bella	10	Math 2	Cokgor, Amy	F		
214	20020389	Dubose	Chloe	11	U S History	Bean, Christopher Collins	D		
215	20010868	Dunn	Cayden	12	English 12	Quirarte, Vicki	D-		

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216	20017816	Dunn	Keelie	9	Math Lab	Alonso, Cristina	D		
217	20017816	Dunn	Keelie	9	Math 1	Alonso, Cristina	D		
218	20031626	Duran	Benny	10	Art 1	Florence, Leah	F	SPED	
219	20031626	Duran	Benny	10	Basic World History	Lehew-Lenz, Anna	F	SPED	
220	20031626	Duran	Benny	10	Curr Support Lehew-Lenz	Lehew-Lenz, Anna	F	SPED	
221	20031626	Duran	Benny	10	Basic Life Science	Vickner, Jennifer Fruetel	F	SPED	
222	20031626	Duran	Benny	10	Basic English 10	Lehew-Lenz, Anna	F	SPED	
223	20031626	Duran	Benny	10	Curriculum Support Vickner	Vickner, Jennifer Fruetel	D	SPED	
224	20031626	Duran	Benny	10	Basic Math	Vickner, Jennifer Fruetel	F	SPED	
225	20013996	Durazo Estrada	Luis Enrique	11	Math 2	Hopkinson, Marc	F		
226	20025560	Dykstra	Harvey	9	Biology	Wasurick, Ryan	F		
227	20025560	Dykstra	Harvey	9	Math 1	Cokgor, Amy	F		
228	20016594	Eberhardt	Johnathon	12	Hist of Cinema	Reafsnyder, Joshua David	D	SPED	
229	20026855	Edon	Alexander	9	Art 1	Florence, Leah	F		
230	20026855	Edon	Alexander	9	Biology	Wasurick, Ryan	D		
231	20011826	El Smadi	Shaddy	12	Hon PLTW Med Intrv	Wyatt Retallack, Amanda J	D-		
232	20011826	El Smadi	Shaddy	12	English 12 (Sem Only)	Quirarte, Vicki	D-		
233	20030549	Ellis	Nathaniel	10	Weight Trng/Fitnes	Fowler, Grant Richard	D		
234	20030549	Ellis	Nathaniel	10	Intermediate Film/Video Production	Reafsnyder, Joshua David	D+		
235	20016205	Ellison	Jazlynn	10	Math 1	Johnson, Ben	F		
236	20016205	Ellison	Jazlynn	10	English 10	Tree, Vanessa	D		
237	20028164	Errotabere	Owen	11	AP Computer Science A	McCarley, Kent	D		
238	20014517	Erwin	Emily	11	Spanish 1	Angel, Yessenia	D+	SPED	
239	20014517	Erwin	Emily	11	Math 3	Turney, Joshua	F	SPED	
240	20014517	Erwin	Emily	11	U S History	Bean, Christopher Collins	D	SPED	
241	20014517	Erwin	Emily	11	Political Science	Duer, Jeffrey M	D+	SPED	
242	20015475	Farias	Yaiza	10	Math 2	Turney, Joshua	F		
243	20015475	Farias	Yaiza	10	Chemistry (H)	Albrecht, Hayley	D		
244	20014617	Farnam	Colin	11	AP Language & Comp	Dedriksen, Krista	F		
245	20014617	Farnam	Colin	11	Math 3	Zamora, Elizabeth	D		
246	20024124	Ferrell	James	12	AP Biology	Hodge, Christine	D+		
247	20024124	Ferrell	James	12	AP Calculus AB Only	Foster, Christopher W.	D		
248	20024124	Ferrell	James	12	Ap Eng Lit	Vellanoweth, Katherine	D		
249	20015639	Fidler	Benjamin	10	Weight Trng/Fitnes	Fowler, Grant Richard	D		
250	20014848	Flannery	Wyatt	11	AP Biology	Hodge, Christine	D		
251	20030784	Flores	Charlize	9	Math 1	Cokgor, Amy	F		
252	20016593	Foster	Jayden	12	English 1A CybHi	Cash, Jeffrey M	F		
253	20016593	Foster	Jayden	12	English 1A CybHi	Cash, Jeffrey M	F		
254	20020008	Freeman	Andrew	9	Art 1	Florence, Leah	F		
255	20017174	Gentry	Benjamin	9	English 9	Gregory, Brittney	D		
256	20010478	Girard	Jackson	11	Intermediate Film/Video Production	Reafsnyder, Joshua David	D-	SPED	
257	20024398	Gomez	Giovanni	10	Math 2	Cokgor, Amy	F		
258	20030176	Gonzalez	Christopher	10	Math 1	Cokgor, Amy	F	Cesar	10/18/24 - Parent Contact

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259	20030176	Gonzalez	Christopher	10	Ceramics 2	Pratt, Deborah Marie	D	Cesar	10/18/24 - Parent Contact
260	20030176	Gonzalez	Christopher	10	English 10	Davena, Erin	D+	Cesar	10/18/24 - Parent Contact
261	20030176	Gonzalez	Christopher	10	Biology	Wasurick, Ryan	F	Cesar	10/18/24 - Parent Contact
262	20030176	Gonzalez	Christopher	10	Mod Wrld Hist	Lopez, Matthew	D	Cesar	10/18/24 - Parent Contact
263	20029494	Gray	Levi	9	Biology	Wasurick, Ryan	D	Cesar	
264	20029494	Gray	Levi	9	Spanish 1	Angel, Yessenia	D	Cesar	
265	20029494	Gray	Levi	9	Math 1	Alonso, Cristina	F	Cesar	
266	20021848	Grewal	Shaan	9	Spanish 1	Angel, Yessenia	D+		
267	20024637	Guillena	Jenna	9	Biology	Wasurick, Ryan	D		
268	20016146	Gutschow	Levi	9	Spanish 1	Angel, Yessenia	F	Cesar	10/18/24
269	20016146	Gutschow	Levi	9	State Requirements	Richard, Travis	D-	Cesar	10/18/24
270	20016146	Gutschow	Levi	9	Math 1	Cokgor, Amy	F	Cesar	10/18/24
271	20016146	Gutschow	Levi	9	English 9	Davena, Erin	F	Cesar	10/18/24
272	20016146	Gutschow	Levi	9	Coed 9th PE	Holmes, Jordan	D+	Cesar	10/18/24
273	20016146	Gutschow	Levi	9	Math Lab	Alonso, Cristina	F	Cesar	10/18/24
274	20016146	Gutschow	Levi	9	Introduction to Business and Finance	Hopkinson, Marc	D	Cesar	10/18/24
275	20016146	Gutschow	Levi	9	Biology	Pchelnikova, Irina	D	Cesar	10/18/24
276	20025550	Hamilton	James	12	Work Experience	Yergensen, Erik Baker	F	Erik	
277	20025550	Hamilton	James	12	Work Experience	Yergensen, Erik Baker	F	Erik	
278	20014171	Hann	Seth	11	AP Precalculus	Zamora, Elizabeth	F	Cesar	10/18/24 - Parent contact
279	20014171	Hann	Seth	11	U S History	Bean, Christopher Collins	D	Cesar	10/18/24 - Parent contact
280	20014171	Hann	Seth	11	World Hist A CybHi	Cash, Jeffrey M	F	Cesar	10/18/24 - Parent contact
281	20014171	Hann	Seth	11	Art 1	Florence, Leah	F	Cesar	10/18/24 - Parent contact
282	20014468	Hannem	Braely	10	Mod Wrld Hist	Lopez, Matthew	D	Cesar	10/17/24
283	20014468	Hannem	Braely	10	PLTW Principles of Biomedical Science	Wyatt Retallack, Amanda J	D+	Cesar	10/17/24
284	20014468	Hannem	Braely	10	Dance 1	Escobar, Gina Caroline	D	Cesar	10/17/24
285	20032395	Hansen	Jeremiah	9	English 9	Gregory, Brittney	F	Not Available	Not Available
286	20032395	Hansen	Jeremiah	9	Art 1	Florence, Leah	F	Not Available	Not Available
287	20032395	Hansen	Jeremiah	9	Math 1	Alonso, Cristina	F	Not Available	Not Available
288	20032395	Hansen	Jeremiah	9	Intro to Media Arts	Reafsnyder, Joshua David	F	Not Available	Not Available
289	20032395	Hansen	Jeremiah	9	State Requirements	Ash, Robert Douglas	F	Not Available	Not Available
290	20024142	Hanson	Jack	11	Math 2	Alonso, Cristina	F	Cesar	10/21/24
291	20024142	Hanson	Jack	11	English 1A CybHi	Cash, Jeffrey M	F	Cesar	10/21/24
292	20014030	Harper	Liam	11	Math 3	Zamora, Elizabeth	F		
293	20021099	Harreld	Josie	9	Concert Band	Medina, Albert Aaron	D+		
294	20026893	Harris	Morgan	11	Spanish 3	Silva, Rhonda Gail	D+	Cesar	10/17/24
295	20026893	Harris	Morgan	11	Int Math 2B CybHi	Cash, Jeffrey M	F	Cesar	10/17/24
296	20026893	Harris	Morgan	11	Int Math 2B CybHi	Cash, Jeffrey M	F	Cesar	10/17/24
297	20032224	Harris	Micah	10	English 10	Tree, Vanessa	D		
298	20013142	Hawkins	Logan	11	Ceramics 1	Pratt, Deborah Marie	F	EY	10/21
299	20013142	Hawkins	Logan	11	English 11	Hamasaki, Wendy S	D	EY	10/21
300	20013142	Hawkins	Logan	11	Math 3	Zamora, Elizabeth	F	EY	10/21
301	20029283	Hay	Layla	9	English 9	Gregory, Brittney	D	Cesar	10/16/24

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
302	20029283	Hay	Layla	9	State Requirements	Richard, Travis	D	Cesar	10/16/24
303	20029283	Hay	Layla	9	Spanish 1	Rachman, Barbara	F	Cesar	10/16/24
304	20029283	Hay	Layla	9	Math 1	Cokgor, Amy	D	Cesar	10/16/24
305	20014383	Heath	Malachi	9	Intro to Media Arts	Tofft, Matthew J	D	Case Manager	
306	20014383	Heath	Malachi	9	Art 1	Florence, Leah	D-	Case Manager	
307	20014383	Heath	Malachi	9	Basic World History	Lehew-Lenz, Anna	F	Case Manager	
308	20014410	Hernandez	Brynn	10	Math 2	Alonso, Cristina	D		
309	20032268	Hernandez	Natalie	9	Coed 9th PE	Fowler, Grant Richard	F	EY	10/17
310	20032268	Hernandez	Natalie	9	Math 1	Johnson, Ben	F	EY	10/17
311	20015504	Hines	Peyton	10	Intermediate Film/Video Production	Reafsnnyder, Joshua David	D+	EY	10/17
312	20015504	Hines	Peyton	10	Math 2	Cokgor, Amy	F	EY	10/17
313	20015602	Hinkley	Shelby	10	American Sign Language 2	Craig, Jennifer	D	Cesar	
314	20015602	Hinkley	Shelby	10	English 10	Davena, Erin	F	Cesar	
315	20018658	Hinman	Aubrey	10	Art 2	Pratt, Deborah Marie	F		
316	20016068	Hinson	Simon	12	Intermediate Business Comm Tech	Cochran, Kimberly	F		
317	20013927	Hogge	Colton	11	AP Statistics	Johnson, Ben	D-		
318	20026251	Holloway	Dylan	12	AP Physics	Wasurick, Ryan	F	EY	10/21
319	20026251	Holloway	Dylan	12	AP Precalculus	Zamora, Elizabeth	D	EY	10/21
323	20031677	Honeycutt	Madeline	9	Art 1	Florence, Leah	F		
326	20015257	Howard	James	10	English 10	Davena, Erin	D		
327	20015257	Howard	James	10	Math 2	Hopkinson, Marc	F	Cesar	
328	20015257	Howard	James	10	Hon PLTW HB Syst	Hodge, Christine	F	Cesar	
329	20015257	Howard	James	10	Mod Wrld Hist	Lopez, Matthew	D	Cesar	
330	20015257	Howard	James	10	Spanish 1	Rachman, Barbara	F	Cesar	
331	20015303	Howell	Cody	11	Math 2	Hopkinson, Marc	F		
332	20015610	Hudson	Michiko	10	Math 2	Hopkinson, Marc	F	Cesar	10/18/24
333	20015610	Hudson	Michiko	10	Spanish 2	Angel, Yessenia	D	Cesar	10/18/24
334	20016126	Hughes	Josephine	12	Economics	Medeiros, Timothy	F		
335	20011801	Jacobs	Isaiah	12	Ceramics 1	Pratt, Deborah Marie	F		
336	20014105	Jansen	Alyssa	11	AP Language & Comp	Dedriksen, Krista	F	Cesar	
337	20014105	Jansen	Alyssa	11	Yearbook	Vellanoweth, Katherine	D	Cesar	
338	20011950	Jenkins	Lyla	11	AP US History	Duer, Jeffrey M	D+		
339	20011950	Jenkins	Lyla	11	Math 3	Zamora, Elizabeth	D		
340	20020351	Jilg	Ariel Isabella	9	Art 1	Florence, Leah	D	Cesar	10/18/24
341	20020351	Jilg	Ariel Isabella	9	PLTW Principles of Biomedical Science	Wyatt Retallack, Amanda J	D	Cesar	10/18/24
345	20031500	Johnson	Cordae	10	Ceramics 2	Pratt, Deborah Marie	D	EY	10/21
346	20031500	Johnson	Cordae	10	Math 2	Hopkinson, Marc	F	EY	10/21
347	20022708	Jones	Jordan	12	Spanish 2	Angel, Yessenia	D		
348	20022708	Jones	Jordan	12	Human Anatomy	Hodge, Christine	D		
349	20028752	Jorilla	Siovhan Caroline Miette	9	Guitar	Medina, Albert Aaron	D+		
350	20028752	Jorilla	Siovhan Caroline Miette	9	English 9	Gregory, Brittney	D		
351	20026233	Kasher	Cody	12	Adv Digital Photography	Tofft, Matthew J	D+		
352	20026233	Kasher	Cody	12	AP Spanish Lang	Silva, Rhonda Gail	D		

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
353	20030478	Kelly	Nico	10	Chemistry (H)	Albrecht, Hayley	D		
354	20018651	Kinch	Marin	11	U S History	Lopez, Matthew	D	Cesar	10/18/24
355	20018651	Kinch	Marin	11	AP Biology	Hodge, Christine	F	Cesar	10/18/24
356	20017097	King	Ethan	9	English 9	Gregory, Brittney	D	Cesar	10/16/24
357	20017097	King	Ethan	9	Art 1	Florence, Leah	D	Cesar	10/16/24
358	20017097	King	Ethan	9	Expl Comp Sci	McCarley, Kent	D	Cesar	10/16/24
359	20017097	King	Ethan	9	Spanish 1	Rachman, Barbara	F	Cesar	10/16/24
360	20014172	Kirby	Bradley	11	Math 3	Zamora, Elizabeth	F	EY	10/21
365	20014624	Kroll	William	11	Political Science	Duer, Jeffrey M	F		
366	20014624	Kroll	William	11	Basic Pre-Integrated Math 1	Vickner, Jennifer Fruetel	D		
367	20031630	Kudryk	Yuliana	12	Dance 2	Escobar, Gina Caroline	F	Cesar	10/16/24
368	20031630	Kudryk	Yuliana	12	English 12	Quirarte, Vicki	F	Cesar	10/16/24
369	20031630	Kudryk	Yuliana	12	Weight Trng/Fitnes	Ricci, Krystal Renee	D-	Cesar	10/16/24
370	20031630	Kudryk	Yuliana	12	World Hist A CybHi	Cash, Jeffrey M	F	Cesar	10/16/24
371	20031630	Kudryk	Yuliana	12	Math 3	Turney, Joshua	F	Cesar	10/16/24
372	20031631	Kudryk	Adriana	10	Chemistry (H)	Albrecht, Hayley	D		
373	20029010	Kulchytska	Anhelina	12	Int Math 1B CybHi	Cash, Jeffrey M	F		
374	20022721	La Buguen	Karlee	10	Math 2	Alonso, Cristina	F		
375	20017687	Labelle	Chloe	9	English 9	Gregory, Brittney	D	Cesar	10/18/24
376	20029545	Lahman	Chloe	9	Math 1	Johnson, Ben	D		
377	20012650	Lally	Abhijot	12	AP Precalculus	Zamora, Elizabeth	D		
378	20012650	Lally	Abhijot	12	English 12 (Sem Only)	Quirarte, Vicki	F		
379	20012650	Lally	Abhijot	12	AP Biology	Hodge, Christine	F		
380	20015733	Lane	Brody	10	Math 2	Cokgor, Amy	F		
381	20015733	Lane	Brody	10	English 10	Tree, Vanessa	D-		
382	20014176	Laney	Mason	11	Math 3	Zamora, Elizabeth	F		
383	20014176	Laney	Mason	11	U S History	Duer, Jeffrey M	D		
384	20032407	Larez	Keona	10	English 10	Tree, Vanessa	F	Cesar	10/18/24
385	20032407	Larez	Keona	10	Biology	Wasurick, Ryan	F	Cesar	10/18/24
386	20032407	Larez	Keona	10	Spanish 1	Rachman, Barbara	F	Cesar	10/18/24
387	20032407	Larez	Keona	10	Weight Trng/Fitnes	Ricci, Krystal Renee	F	Cesar	10/18/24
388	20032407	Larez	Keona	10	Mod Wrld Hist	Lopez, Matthew	F	Cesar	10/18/24
389	20032407	Larez	Keona	10	Math 2	Alonso, Cristina	F	Cesar	10/18/24
390	20032407	Larez	Keona	10	Art 1	Florence, Leah	F	Cesar	10/18/24
391	20021258	Larson	Thomas	12	Economics	Medeiros, Timothy	D-		
392	20021258	Larson	Thomas	12	Art 2	Pratt, Deborah Marie	F		
393	20021258	Larson	Thomas	12	Ceramics 1	Pratt, Deborah Marie	F		
394	20015793	Larson Sommerdyke	Leighton	10	Weight Trng/Fitnes	Ricci, Krystal Renee	F		
395	20013055	Leatherman	Stephen	11	English 1A CybHi	Cash, Jeffrey M	F	Cesar	10/16/24
396	20013055	Leatherman	Stephen	11	English 1A CybHi	Cash, Jeffrey M	F	Cesar	10/16/24
397	20013055	Leatherman	Stephen	11	U S History	Bean, Christopher Collins	D+	Cesar	10/16/24
398	20013055	Leatherman	Stephen	11	Personal Finance Management	Foster, Christopher W.	F	Cesar	10/16/24
399	20020197	Ledesma	Leah	11	Math 3	Zamora, Elizabeth	F		

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400	20029957	Lemberger	Rylie	10	Math 2	Alonso, Cristina	F		
401	20017663	Lemus	Madison	9	Math 1	Alonso, Cristina	D		
402	20014634	Levitt	Seth	11	Adv Digital Photography	Tofft, Matthew J	D		
403	20014634	Levitt	Seth	11	U S History	Lopez, Matthew	D		
404	20014634	Levitt	Seth	11	English 11	Hamasaki, Wendy S	D+		
405	20012870	Lewis	Elizabeth	12	Work Experience	Yergensen, Erik Baker	F	Erik	
406	20027111	Lewis	Shamera	11	English 1B CybHi	Cash, Jeffrey M	F	Cesar	10/18/24
407	20027111	Lewis	Shamera	11	Math 2	Turney, Joshua	F	Cesar	10/18/24
408	20027111	Lewis	Shamera	11	Spanish 3	Silva, Rhonda Gail	F	Cesar	10/18/24
409	20013975	Linthicum	Austin	11	AP US History	Duer, Jeffrey M	D		
410	20016193	Loff	Elijah	12	Int Science	Foxworthy, David L	D		
411	20012807	Lowe	Carson	12	Adv Digital Photography	Tofft, Matthew J	D		
412	20012519	Ludlow	Brenna	12	Work Experience	Yergensen, Erik Baker	F	Erik	
413	20014297	Lusch	Jordan	11	Math 3	Zamora, Elizabeth	F		
414	20014085	Maadarani	Khalid	11	English 11	Hamasaki, Wendy S	D+		
415	20026894	Magana	Emiliano	11	Math 3	Turney, Joshua	D		
416	20011939	Magana Bermudez	Gloria	12	AP Physics	Wasurick, Ryan	F		
417	20015024	Magana Bermudez	Fabian	10	Math 2	Hopkinson, Marc	D+		
418	20027687	Maglalang	Nathan	10	Spanish 2	Villanueva, Jennifer Ellen	D		
419	20027687	Maglalang	Nathan	10	Math 1	Johnson, Ben	D		
420	20027687	Maglalang	Nathan	10	English 10	Tree, Vanessa	F		
421	20027688	Maglalang	Nigel	10	Chemistry	Pchelnikova, Irina	F	Cesar	10/17/24
422	20027688	Maglalang	Nigel	10	English 10	Tree, Vanessa	F	Cesar	10/17/24
423	20027688	Maglalang	Nigel	10	Intro to Media Arts	Reafsnyder, Joshua David	F	Cesar	10/17/24
424	20027688	Maglalang	Nigel	10	Math 2	Hopkinson, Marc	F	Cesar	10/17/24
425	20027688	Maglalang	Nigel	10	Art 1	Florence, Leah	F	Cesar	10/17/24
426	20027688	Maglalang	Nigel	10	Mod Wrld Hist	Richard, Travis	F	Cesar	10/17/24
427	20027688	Maglalang	Nigel	10	Spanish 2	Villanueva, Jennifer Ellen	D	Cesar	10/17/24
428	20026334	Mahoney	Christopher	10	Intermediate Business Comm Tech	Cochran, Kimberly	D		
429	20015730	Makihele	Sione	10	English 10	Tree, Vanessa	F		
430	20017191	Makihele	David	9	Intro to Media Arts	Reafsnyder, Joshua David	F		
431	20017191	Makihele	David	9	State Requirements	Meyer, Michael	F		
432	20013921	Malerbi	Logan	11	Math 3	Turney, Joshua	D		
433	20018100	Mann	Kamranjit	12	Political Science	Duer, Jeffrey M	D-		
434	20018100	Mann	Kamranjit	12	Work Experience	Yergensen, Erik Baker	F	Erik	
435	20018100	Mann	Kamranjit	12	Work Experience	Yergensen, Erik Baker	F	Erik	
436	20018100	Mann	Kamranjit	12	Math 3	Zamora, Elizabeth	F	Erik	
437	20032008	Mansouri	Maryam	9	Math 2 CP (9)	Rutledge, Matthew Scott	F		
438	20023973	Markle	Davin	11	Math 3	Turney, Joshua	D-		
439	20031193	Martin	Libni	10	Art 2	Pratt, Deborah Marie	D+		
440	20015169	Martinez	William	11	AP Language & Comp	Dedriksen, Krista	D		
441	20015169	Martinez	William	11	AP US History	Duer, Jeffrey M	D+		
442	20015169	Martinez	William	11	Hon PLTW Med Intrv	Wyatt Retallack, Amanda J	D-		



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443	20026455	Martinez	Anthony	11	Math 2	Alonso, Cristina	F		
444	20027134	Mascio	Isabella	11	AP US History	Duer, Jeffrey M	D+		
445	20014656	Mattoon	Daniel	11	Math 3	Turney, Joshua	D		
446	20014657	Mattoon	Chance	11	Math 3	Zamora, Elizabeth	F		
447	20026142	McGrath	Collin	12	AP Physics	Wasurick, Ryan	F	Cesar	10/15/24
448	20026142	McGrath	Collin	12	AP Precalculus	Zamora, Elizabeth	F	Cesar	10/15/24
449	20026182	McGuigan	Cambria	10	Int Science	Foxworthy, David L	F	Cesar	10/17/24
450	20026182	McGuigan	Cambria	10	English 10	Gregory, Brittney	D	Cesar	10/17/24
451	20026182	McGuigan	Cambria	10	Dance 1	Escobar, Gina Caroline	D-	Cesar	10/17/24
452	20026182	McGuigan	Cambria	10	Mod Wrld Hist	Lopez, Matthew	F	Cesar	10/17/24
453	20026182	McGuigan	Cambria	10	Digital Photography	Tofft, Deborah C	D	Cesar	10/17/24
454	20026182	McGuigan	Cambria	10	Math 1	Alonso, Cristina	F	Cesar	10/17/24
455	20026182	McGuigan	Cambria	10	Spanish 2	Villanueva, Jennifer Ellen	D-	Cesar	10/17/24
456	20026182	McGuigan	Cambria	10	Hon PLTW HB Syst	Hodge, Christine	F	Cesar	10/17/24
457	20014188	McKinney	Teo	11	Advanced Video/Film Production	Tofft, Matthew J	D-		
458	20014188	McKinney	Teo	11	U S History	Lopez, Matthew	D		
459	20012973	McKown	Lea	12	Basic Government	Lehew-Lenz, Anna	D+		
460	20025559	Meadowcroft	Giselle	12	Art 2	Pratt, Deborah Marie	D		
461	20022663	Medina	Hailee	12	Int Science	Foxworthy, David L	D-	Cesar	Transferring next Week
462	20022663	Medina	Hailee	12	English 1B CybHi	Cash, Jeffrey M	F	Cesar	Transferring next Week
463	20022663	Medina	Hailee	12	Curr Supp Ford-Soren	Ford-Soren, Rebecca	F	Cesar	Transferring next Week
464	20022663	Medina	Hailee	12	English 12	Quirarte, Vicki	D	Cesar	Transferring next Week
465	20022663	Medina	Hailee	12	Economics	Medeiros, Timothy	F	Cesar	Transferring next Week
466	20032380	Medina-Ramos	Emily	10	Chemistry (H)	Albrecht, Hayley	F	Cesar	10/17/24
467	20016846	Meehan	Jason	11	Math 3	Turney, Joshua	D		
468	20025429	Mehrzhad	Kurosh	10	English 10	Tree, Vanessa	D	Cesar	10/16/24
469	20025429	Mehrzhad	Kurosh	10	Intermediate Film/Video Production	Reafsnyder, Joshua David	D	Cesar	10/16/24
470	20025429	Mehrzhad	Kurosh	10	Math 2	Cokgor, Amy	D	Cesar	10/16/24
471	20023239	Mejia	Ty	10	Spanish 2	Angel, Yessenia	D	Cesar	10/17/24
472	20023239	Mejia	Ty	10	English 10	Tree, Vanessa	F	Cesar	10/17/24
473	20014664	Mejorado Jara	Julian	11	Math 3	Turney, Joshua	D		
474	20014664	Mejorado Jara	Julian	11	Human Anatomy	Wasurick, Ryan	D		
475	20025721	Mendenhall	Wesley	9	State Requirements	Richard, Travis	F	Cesar	10/18/24
476	20025721	Mendenhall	Wesley	9	English 9	Gregory, Brittney	F	Cesar	10/18/24
477	20028228	Mendez	Gabriel	10	English 10 (H)	Tree, Vanessa	D		
478	20028228	Mendez	Gabriel	10	Weight Trng/Fitnes	Ricci, Krystal Renee	D		
479	20029498	Mendoza	Nya	10	English 10	Tree, Vanessa	F		
480	20011962	Mitchell	Nathan	11	Guitar	Medina, Albert Aaron	D		
481	20011962	Mitchell	Nathan	11	Ceramics 1	Pratt, Deborah Marie	D		
482	20030734	Modena	Adalynne	10	Phys Ed 10-12	Escobar, Gina Caroline	F		
483	20030734	Modena	Adalynne	10	English 1A CybHi	Cash, Jeffrey M	F		
484	20030734	Modena	Adalynne	10	Mod Wrld Hist	Lopez, Matthew	D		
485	20030734	Modena	Adalynne	10	English 10	Davena, Erin	D+		

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486	20022847	Monahan	Jennifer	9	Ceramics 1	Pratt, Deborah Marie	F		
487	20032464	Montes	Jessie	10	Phys Ed 10-12	Brown, James C	D-	Cesar	
488	20032464	Montes	Jessie	10	Hist of Cinema	Reafsnnyder, Joshua David	F	Cesar	
489	20015474	Morales	Elian	10	AP Spanish Lang	Silva, Rhonda Gail	D		
490	20015474	Morales	Elian	10	Math 2	Cokgor, Amy	F		
492	20031034	Mozgovaia	Vitalina	10	Biology	Pchelnikova, Irina	D-		
493	20030578	Multani	Gurchet	12	AP Physics	Wasurick, Ryan	D		
494	20030578	Multani	Gurchet	12	Psychology and Human Development	Greenlee, Krista L.	F		
495	20030578	Multani	Gurchet	12	American Govt	Meyer, Michael	F		
496	20030578	Multani	Gurchet	12	Personal Finance Management	Foster, Christopher W.	D		
497	20014254	Muma	Logan	11	Math 3	Turney, Joshua	D		
498	20014254	Muma	Logan	11	English 11	Hamasaki, Wendy S	D		
499	20014254	Muma	Logan	11	U S History	Duer, Jeffrey M	F		
500	20017976	Munoz	Vicente	11	AP Biology	Hodge, Christine	D	Cesar	10/16/24
501	20017976	Munoz	Vicente	11	AP Language & Comp	Dedriksen, Krista	F	Cesar	10/16/24
502	20017976	Munoz	Vicente	11	Math 2	Hopkinson, Marc	F	Cesar	10/16/24
503	20017976	Munoz	Vicente	11	Adv Digital Photography	Tofft, Matthew J	D	Cesar	10/16/24
504	20031563	Nademi	Sameer	12	Work Experience	Yergensen, Erik Baker	F	Erik	
505	20032238	Navarro	Annabelle	12	Ap Eng Lit	Vellanoweth, Katherine	D+		
506	20027094	Nawrooz	Melad	12	Personal Finance Management	Foster, Christopher W.	D		
507	20027094	Nawrooz	Melad	12	Work Experience	Yergensen, Erik Baker	F	Erik	
508	20027094	Nawrooz	Melad	12	Work Experience	Yergensen, Erik Baker	F	Erik	
509	20029529	Nazari	Mahdi	11	AP US History	Duer, Jeffrey M	F		10/17/24
510	20029529	Nazari	Mahdi	11	AP Biology	Hodge, Christine	D		10/17/24
511	20027072	Nickerson	Eli	10	English 10	Tree, Vanessa	D-		
512	20015920	Nijjar	Sahej	10	Math 2	Turney, Joshua	D		
513	20028079	Nolan	Melayah	11	Math 2	Alonso, Cristina	D		
514	20016299	Noll	Hannah	11	Spanish 3	Silva, Rhonda Gail	D	Cesar	10/17/24
515	20016299	Noll	Hannah	11	Hon PLTW HB Syst	Hodge, Christine	D+	Cesar	10/17/24
516	20021498	Nunes	Landon	9	English 9	Davena, Erin	D-		
517	20021498	Nunes	Landon	9	Math 1	Alonso, Cristina	D+		
518	20027673	Nyjar	Armaan	12	AP Calculus AB Only	Foster, Christopher W.	D		
524	20026809	Ong	Precious Sadie	11	Advanced Video/Film Production	Tofft, Matthew J	D+	EY	10/21
525	20026809	Ong	Precious Sadie	11	Math 3	Turney, Joshua	F	EY	10/21
526	20027156	Ornelas	Maliyah	9	English 9	Gregory, Brittney	F		
527	20027156	Ornelas	Maliyah	9	State Requirements	Ash, Robert Douglas	D		
528	20027156	Ornelas	Maliyah	9	Intro to Media Arts	Reafsnnyder, Joshua David	D		
529	20027156	Ornelas	Maliyah	9	PLTW Principles of Biomedical Science	Wyatt Retallack, Amanda J	F		
530	20027156	Ornelas	Maliyah	9	Math 1	Alonso, Cristina	F		
531	20027156	Ornelas	Maliyah	9	Spanish 1	Angel, Yessenia	F		
532	20027156	Ornelas	Maliyah	9	Dance 1	Escobar, Gina Caroline	F		
533	20032218	Osuna	Sophia	12	Economics	Medeiros, Timothy	F		
534	20032218	Osuna	Sophia	12	Hist of Cinema	Reafsnnyder, Joshua David	D		

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
535	20032218	Osuna	Sophia	12	World Hist A CybHi	Cash, Jeffrey M	F		
536	20032218	Osuna	Sophia	12	Int Science	Foxworthy, David L	F		
537	20022673	Parson	Benjamin	9	Biology	Pchelnikova, Irina	D		
538	20014685	Patton	Connor	11	English 11	Hamasaki, Wendy S	F		
539	20014685	Patton	Connor	11	Adv Digital Photography	Tofft, Matthew J	F		
540	20014685	Patton	Connor	11	Phys Ed 10-12	Brown, James C	F		
541	20012860	Petersen	Maxwell	12	AP Calculus AB Only	Foster, Christopher W.	D		
542	20014364	Poorsina	Cyrus	11	Spanish 2	Villanueva, Jennifer Ellen	D-		
543	20016199	Pope	Olivia	10	AP European History	Greenlee, Krista L.	D		
544	20031200	Pruitt	Kambrie	11	Math 3	Turney, Joshua	D		
545	20029929	Qasimi	Shukria	10	Math 2	Hopkinson, Marc	F		
546	20029929	Qasimi	Shukria	10	English 10	Tree, Vanessa	F		
547	20029930	Qasimi	Lutfullah	10	English 10	Tree, Vanessa	F		
548	20029930	Qasimi	Lutfullah	10	Math 1	Cokgor, Amy	F		
549	20029930	Qasimi	Lutfullah	10	Spanish 1	Rachman, Barbara	F		
550	20017114	Quadros	Aidan	9	Spanish 1	Angel, Yessenia	F		
551	20017114	Quadros	Aidan	9	State Requirements	Meyer, Michael	D		
552	20017114	Quadros	Aidan	9	English 9	Gregory, Brittney	D		
553	20012530	Quinn	Heidi	12	AP Calculus AB Only	Foster, Christopher W.	D		
554	20029119	Ramirez	Vanessa	11	AP Language & Comp	Dedriksen, Krista	D		
555	20029119	Ramirez	Vanessa	11	Basic Math A CybHi	Cash, Jeffrey M	F		
556	20014104	Resendiz	Ethan	11	Math 2	Cokgor, Amy	F		
557	20017844	Resendiz	Magdiel	12	Work Experience	Yergensen, Erik Baker	F		
558	20017844	Resendiz	Magdiel	12	Work Experience	Yergensen, Erik Baker	F		
559	20030828	Reynolds	Ashlyn	9	Math 1	Alonso, Cristina	D		
560	20030828	Reynolds	Ashlyn	9	State Requirements	Meyer, Michael	F		
561	20030828	Reynolds	Ashlyn	9	Art 1	Florence, Leah	F		
562	20017228	Rieman	Ian	9	Math 1	Alonso, Cristina	D		
563	20017228	Rieman	Ian	9	English 9	Gregory, Brittney	D+		
564	20017228	Rieman	Ian	9	Spanish 1	Rachman, Barbara	D-		
565	20012812	Risdal	Paul	12	English 3A CyHi	Cash, Jeffrey M	F		
566	20013233	Risdal	Joseph	10	Digital Photography	Tofft, Deborah C	D		
567	20013233	Risdal	Joseph	10	English 10	Tree, Vanessa	F		
568	20013233	Risdal	Joseph	10	Math 2	Hopkinson, Marc	F		
569	20013234	Risdal	Joshua	10	Weight Trng/Fitnes	Ricci, Krystal Renee	F		
570	20013234	Risdal	Joshua	10	Mod Wrld Hist	Richard, Travis	F		
571	20013234	Risdal	Joshua	10	Biology	Lively, Kristen	F		
572	20017569	Robert-Gaona	Alexandre	9	Spanish 1	Angel, Yessenia	D		
573	20015741	Roberts	Lucas	10	Spanish 2	Angel, Yessenia	D+		
574	20029185	Robinson	Caleb	11	Math 2	Alonso, Cristina	D		
575	20030685	Rocha	Layla	10	Biology	Lively, Kristen	D		
576	20030685	Rocha	Layla	10	Math 2	Hopkinson, Marc	F		
577	20030685	Rocha	Layla	10	English 10	Tree, Vanessa	F		

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
578	20029630	Rodriguez	Enrique	10	Hist of Cinema	Reafsnyder, Joshua David	D		
579	20029630	Rodriguez	Enrique	10	Chemistry (H)	Albrecht, Hayley	F		
580	20029630	Rodriguez	Enrique	10	Math 2	Alonso, Cristina	D		
581	20027698	Rodriguez Sanchez	Rosa Nataly	12	AP Spanish Lang	Silva, Rhonda Gail	D		
582	20030059	Rogers	Anson	10	Math 2	Turney, Joshua	D		
583	20029278	Romero	Arianna	12	American Govt	Meyer, Michael	D		
584	20021341	Rossman	Jackson	9	Spanish 1	Rachman, Barbara	D		
585	20027108	Rowland	Logan	9	Concert Band	Medina, Albert Aaron	F		
586	20012871	Roy	Kai	12	Advanced Video/Film Production	Tofft, Matthew J	D		
587	20014010	Rubio	Mia	11	Advanced Video/Film Production	Tofft, Matthew J	D		
588	20015599	Ruiz	Celeste	10	Math 2	Cokgor, Amy	D		
589	20015560	Saario	Caden	10	Guitar	Medina, Albert Aaron	D+		
590	20025538	Salazar	Gabriel	10	Spanish 2	Villanueva, Jennifer Ellen	D		
591	20025538	Salazar	Gabriel	10	English 1B CybHi	Cash, Jeffrey M	F		
592	20025538	Salazar	Gabriel	10	Phys Ed 10-12	Brown, James C	D		
593	20030320	Samsel	Jack	12	Work Experience	Yergensen, Erik Baker	F		
594	20015688	Schairer	Ferryn	10	Math 2	Hopkinson, Marc	D		
595	20029968	Schoer	Whitney	10	English 10	Davena, Erin	D+		
596	20027136	Sciortino	Nathan	10	Math 2	Cokgor, Amy	D		
597	20014014	Scott	Makena	11	AP Precalculus	Zamora, Elizabeth	D		
598	20030458	Shank	Tristyn	10	Math 2	Hopkinson, Marc	D		
599	20028711	Shehadeh	Mufid	11	Basic Government	Lehew-Lenz, Anna	F		
600	20028711	Shehadeh	Mufid	11	Basic English 11	Lehew-Lenz, Anna	D-		
601	20028711	Shehadeh	Mufid	11	Hist of Cinema	McCarley, Kent	F		
602	20015243	Shoro	Hailey	11	Teacher Assist*	Cash, Jeffrey M	F		
603	20016156	Sims	Brian	9	State Requirements	Meyer, Michael	F		
604	20016156	Sims	Brian	9	Biology	Lively, Kristen	F		
605	20013341	Singh	Angela	12	AP Physics	Wasurick, Ryan	F		
606	20013341	Singh	Angela	12	AP Precalculus	Zamora, Elizabeth	D		
607	20029004	Singh	Chetandeep	10	English 1A CybHi	Cash, Jeffrey M	F		
608	20029004	Singh	Chetandeep	10	English 1B CybHi	Cash, Jeffrey M	F		
609	20014106	Smith	Molly	11	Work Experience	Yergensen, Erik Baker	F		
610	20014117	Smith	Giulia	11	Math 3	Turney, Joshua	D-		
611	20015357	Smith	Martin	11	Math 2	Alonso, Cristina	F		
612	20014318	Sneef	Aram	11	Work Experience	Yergensen, Erik Baker	F		
613	20017327	Sorensen	Jacob	9	English 9	Davena, Erin	F		
614	20017327	Sorensen	Jacob	9	Coed 9th PE	Holmes, Jordan	D		
615	20017327	Sorensen	Jacob	9	Math 1	Johnson, Ben	F		
616	20017327	Sorensen	Jacob	9	State Requirements	Meyer, Michael	F		
617	20017327	Sorensen	Jacob	9	Ceramics 1	Pratt, Deborah Marie	F		
618	20017327	Sorensen	Jacob	9	Biology	Lively, Kristen	F		
619	20017327	Sorensen	Jacob	9	Spanish 1	Angel, Yessenia	F		
620	20029309	Stadnyski	Denys	10	Math 2	Alonso, Cristina	F		

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
621	20029309	Stadnytskyi	Denys	10	Spanish 1	Angel, Yessenia	D-		
622	20029309	Stadnytskyi	Denys	10	Hist of Cinema	Reafsnnyder, Joshua David	D+		
623	20029309	Stadnytskyi	Denys	10	English 10	Davena, Erin	D		
624	20015343	Stahlheber	Joshua	11	Basic Integrated Math I	Vickner, Jennifer Fruetel	F		
625	20015343	Stahlheber	Joshua	11	Phys Ed 10-12	Brown, James C	F		
626	20015343	Stahlheber	Joshua	11	Basic Government	Lehew-Lenz, Anna	F		
627	20031074	Stanley	Jaidyn	11	Hist of Cinema	Reafsnnyder, Joshua David	D		
628	20020029	Stefani	Dominic	11	Biology	Lively, Kristen	F		
629	20020029	Stefani	Dominic	11	Math 1	Johnson, Ben	F		
630	20020029	Stefani	Dominic	11	English 11	Heno, Amy	F		
631	20020029	Stefani	Dominic	11	U S History	Duer, Jeffrey M	F		
632	20020029	Stefani	Dominic	11	English 1A CybHi	Cash, Jeffrey M	F		
633	20020029	Stefani	Dominic	11	Phys Ed 10-12	Brown, James C	D		
634	20020029	Stefani	Dominic	11	Math Lab	Alonso, Cristina	F		
635	20014613	Stimbert	Callie	11	Art 2	Pratt, Deborah Marie	F		
636	20014613	Stimbert	Callie	11	Math 3	Zamora, Elizabeth	F		
637	20016746	Stimpson	Shyla	12	DE Allied Health	Wyatt Retallack, Amanda J	D		
638	20015742	Stuart	Olivia	10	Phys Ed 10-12	Brown, James C	F		
639	20015742	Stuart	Olivia	10	Mod Wrld Hist	Lopez, Matthew	F		
640	20015742	Stuart	Olivia	10	Biology	Lively, Kristen	F		
641	20015742	Stuart	Olivia	10	English 1A CybHi	Cash, Jeffrey M	F		
642	20015742	Stuart	Olivia	10	English 10	Tree, Vanessa	F		
643	20015742	Stuart	Olivia	10	Math 1	Cokgor, Amy	F		
644	20015742	Stuart	Olivia	10	Spanish 1	Angel, Yessenia	F		
645	20015742	Stuart	Olivia	10	Hist of Cinema	McCarley, Kent	D		
646	20020122	Stuthers	Dane	11	Math 3	Turney, Joshua	D+		
647	20012827	Sultan	Artin	12	AP Calculus AB Only	Foster, Christopher W.	F		
648	20015627	Swanson	Avery	10	English 10	Tree, Vanessa	F		
649	20015627	Swanson	Avery	10	Math 2	Hopkinson, Marc	F		
650	20015627	Swanson	Avery	10	Spanish 2	Angel, Yessenia	F		
651	20027149	Swiggart	Braylon	10	Math 2	Hopkinson, Marc	F		
652	20027150	Swiggart	Carter	11	Math 3	Turney, Joshua	D		
653	20012535	Sybrowsky	Dallin	12	Work Experience	Yergensen, Erik Baker	F		
654	20017091	Sybrowsky	Ashton	9	Spanish 1	Rachman, Barbara	D-		
655	20015710	Taylor	Gracie	10	Math 2	Alonso, Cristina	D		
656	20029097	Terrell	Haleigh	10	English 10	Tree, Vanessa	F		
657	20031064	Thao	Chue Doua	10	Math 2	Cokgor, Amy	F		
658	20024407	Thornhill	Madilynn	9	English 9	Gregory, Brittney	D		
659	20029233	Tillman	Maya	10	English 10	Davena, Erin	D		
660	20029233	Tillman	Maya	10	English 1B CybHi	Cash, Jeffrey M	F		
661	20029233	Tillman	Maya	10	Biology	Pchelnikova, Irina	D-		
662	20017423	Timbreza	Ariebella	9	Art 1	Florence, Leah	D		
663	20027103	Timofei	Emmi	12	U S History	Bean, Christopher Collins	F		

wk	Student Number	Last Name	First Name	Grade Level	Course Name	Teacher Name	Grade Received	Assignment	Intervention
664	20027103	Timofei	Emmi	12	Adv Digital Photography	Tofft, Matthew J	D		
665	20026551	Toll	Samantha	11	Math 3	Turney, Joshua	D+		
666	20017101	Tornay	Joseph	9	English 9	Gregory, Brittney	D		
667	20012527	Townsend	Davis	12	Art 2	Pratt, Deborah Marie	F		
668	20012127	Tran	Vivian	12	Adv Student Media	Tofft, Deborah C	D-		
669	20029234	Trejo	Arianna	10	Math 2	Hopkinson, Marc	F		
670	20029234	Trejo	Arianna	10	English 10	Tree, Vanessa	F		
671	20021720	Trejos	Paetyn	11	Math 2	Cokgor, Amy	F		
672	20015578	Trykar	Alexis	10	English 10	Tree, Vanessa	D		
673	20015578	Trykar	Alexis	10	Biology	Pchelnikova, Irina	F		
674	20015578	Trykar	Alexis	10	American Sign Language 1	Craig, Jennifer	D		
675	20020131	Uhde	Tyler	11	Spanish 2	Villanueva, Jennifer Ellen	D-		
676	20028712	Van Heel	Nicholas	11	Math 2	Hopkinson, Marc	F		
677	20028712	Van Heel	Nicholas	11	U S History	Bean, Christopher Collins	D-		
678	20025293	Van Horne	Christopher	9	Spanish 1	Rachman, Barbara	D		
679	20012806	Van Perre	Vexx	12	College Experience	Snyder, Alexandra	F		
680	20014361	Vang	Evan	11	Human Anatomy	Wasurick, Ryan	D		
681	20014361	Vang	Evan	11	Math 3	Turney, Joshua	F		
682	20029118	Vega	Christopher	10	Spanish 1	Angel, Yessenia	D		
683	20029118	Vega	Christopher	10	English 10 (H)	Tree, Vanessa	D		
684	20012897	Vega-DeFoe	Jayla	10	English 10	Gregory, Brittney	D+		
685	20012897	Vega-DeFoe	Jayla	10	Math 2	Alonso, Cristina	F		
686	20016058	Velasco	Connor	9	English 9	Davena, Erin	D		
687	20016058	Velasco	Connor	9	Biology	Lively, Kristen	D		
688	20016058	Velasco	Connor	9	Marching Band	Medina, Albert Aaron	F		
689	20016058	Velasco	Connor	9	Spanish 1	Angel, Yessenia	D		
690	20016058	Velasco	Connor	9	State Requirements	Meyer, Michael	D		
691	20016058	Velasco	Connor	9	Math 1	Cokgor, Amy	F		
692	20016058	Velasco	Connor	9	Concert Band	Medina, Albert Aaron	F		
693	20016058	Velasco	Connor	9	Math Lab	Alonso, Cristina	F		
694	20015777	Vinci	Carson	9	Dance 1	Escobar, Gina Caroline	D		
695	20015780	Vinci	Alec	9	Math 1	Johnson, Ben	D		
696	20015780	Vinci	Alec	9	English 9	Gregory, Brittney	D		
697	20015780	Vinci	Alec	9	Biology	Wasurick, Ryan	F		
698	20014166	Voorhees	Myleigh	11	Math 3	Zamora, Elizabeth	F		
699	20014824	Waage	Seylum	11	Math 3	Turney, Joshua	F		
700	20014824	Waage	Seylum	11	English 2A CybHi	Cash, Jeffrey M	F		
701	20015867	Waage	Beaudrick	10	Ceramics 1	Pratt, Deborah Marie	F		
702	20015867	Waage	Beaudrick	10	Math 2	Cokgor, Amy	F		
703	20031087	Wade	Daiveon	11	Biology	Wasurick, Ryan	F		
704	20031087	Wade	Daiveon	11	Math 1	Cokgor, Amy	D		
705	20031087	Wade	Daiveon	11	English 11	Heno, Amy	F		
706	20031087	Wade	Daiveon	11	English 1B CybHi	Cash, Jeffrey M	F		







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# Twelve Bridges High School

## WASC Student Survey Results 2024/2025

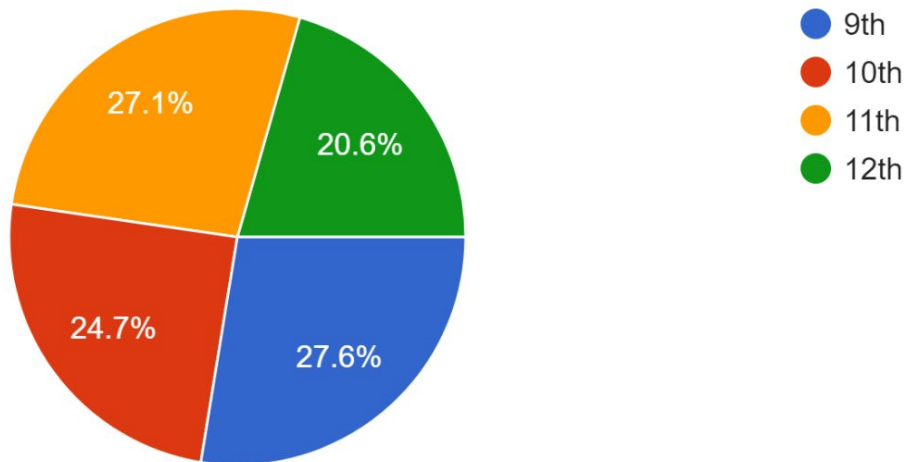
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# TB Student Survey Results 2024/2025

## Current Grade

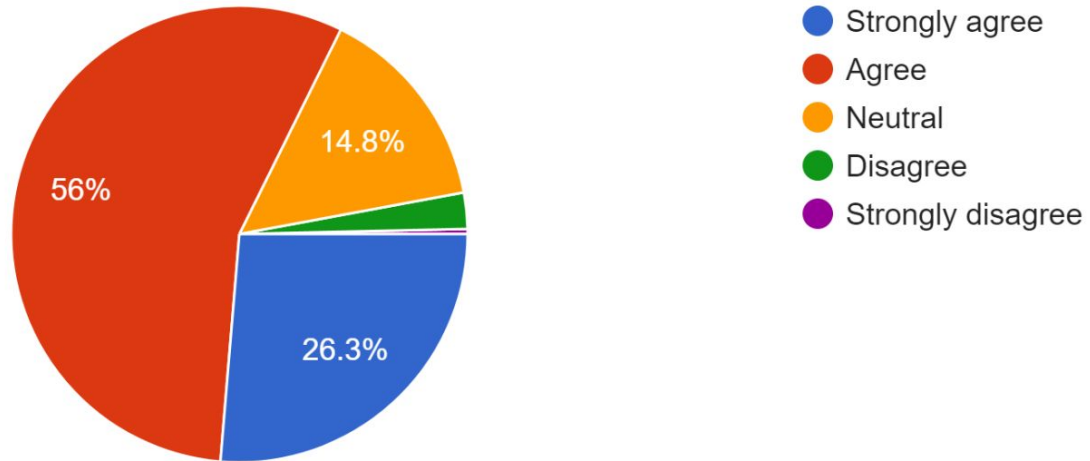
1,132 responses



## TB Student Survey Results 2024/2025

The teachers at TBHS act professionally.

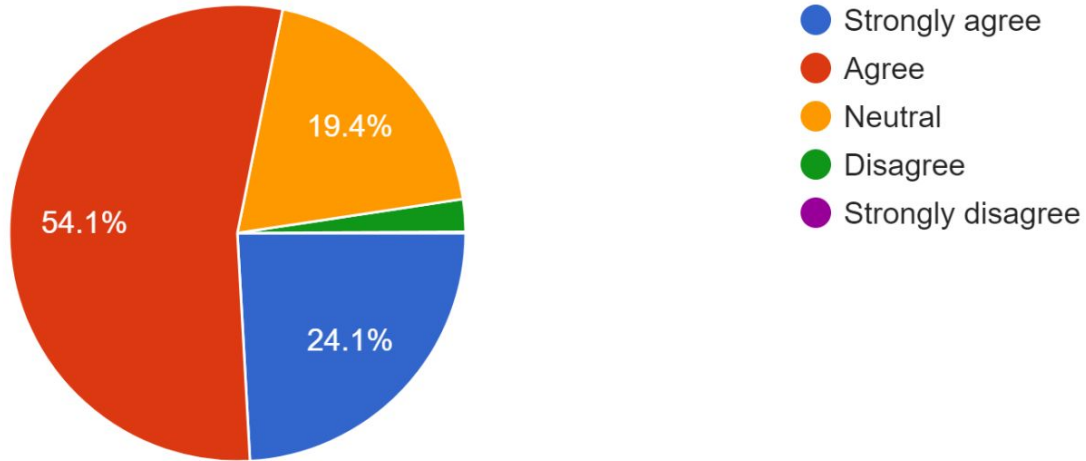
1,132 responses



# TB Student Survey Results 2024/2025

The teachers at TBHS are well prepared.

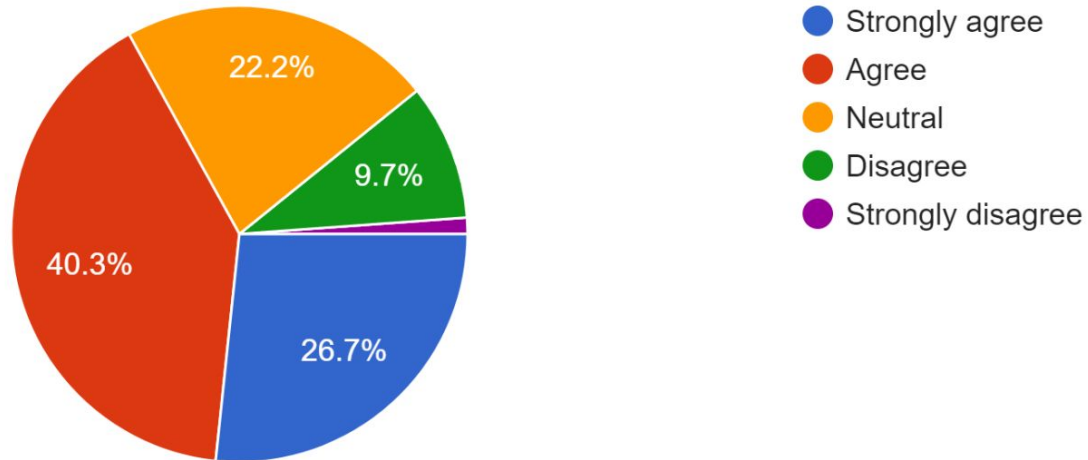
1,132 responses



## TB Student Survey Results 2024/2025

TBHS has enough staff to meet the needs of all students.

1,129 responses

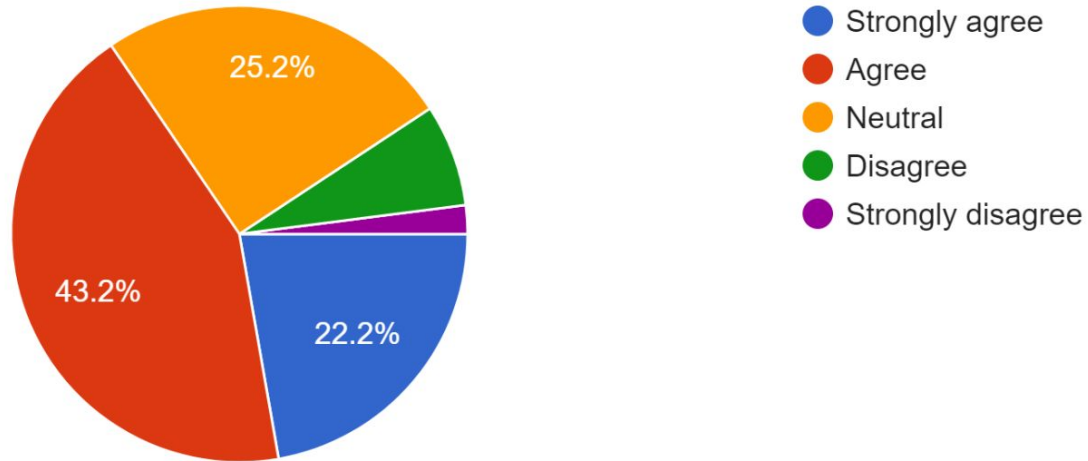




## TB Student Survey Results 2024/2025

The administration at TBHS provides strong leadership.

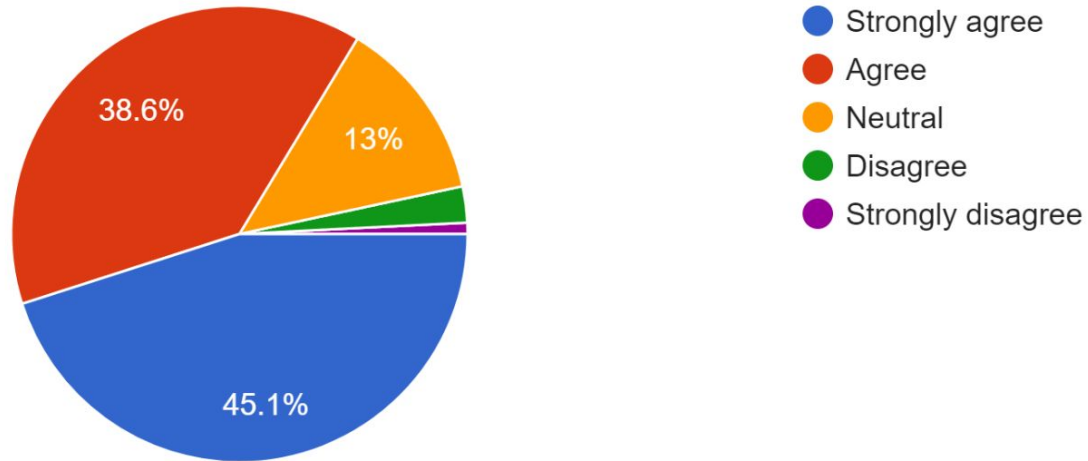
1,133 responses



## TB Student Survey Results 2024/2025

The administration at TBHS is visible on campus.

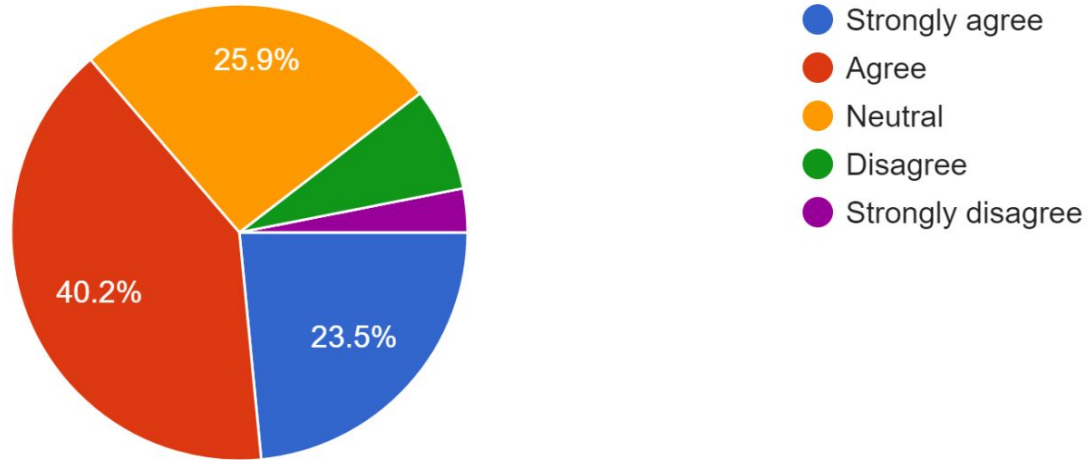
1,132 responses



## TB Student Survey Results 2024/2025

The administration at TBHS is accessible to students to address comments or concerns about the school.

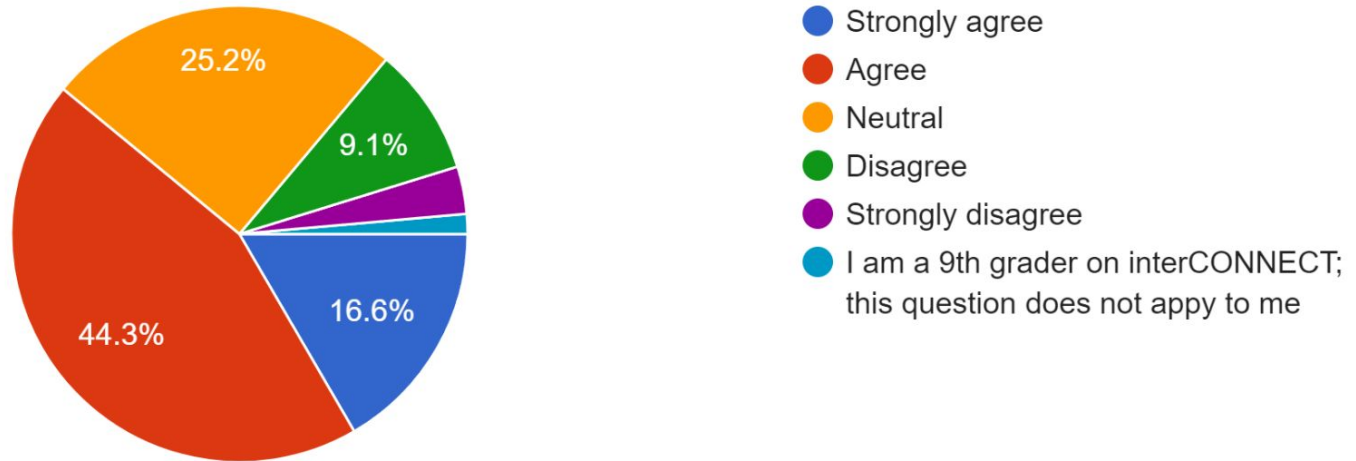
1,129 responses



## TB Student Survey Results 2024/2025

The school's facilities are sufficient enough to meet the needs of all students.

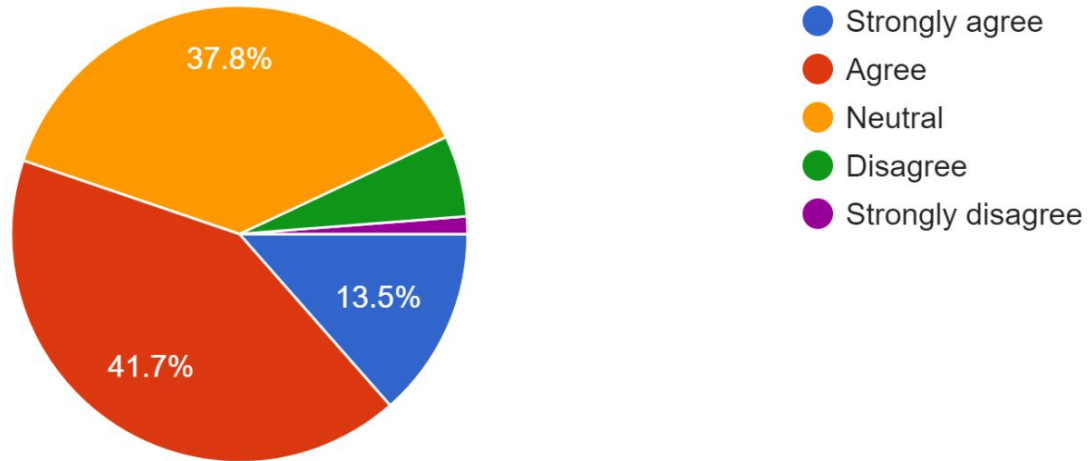
1,132 responses



# TB Student Survey Results 2024/2025

Classes at TBHS are challenging.

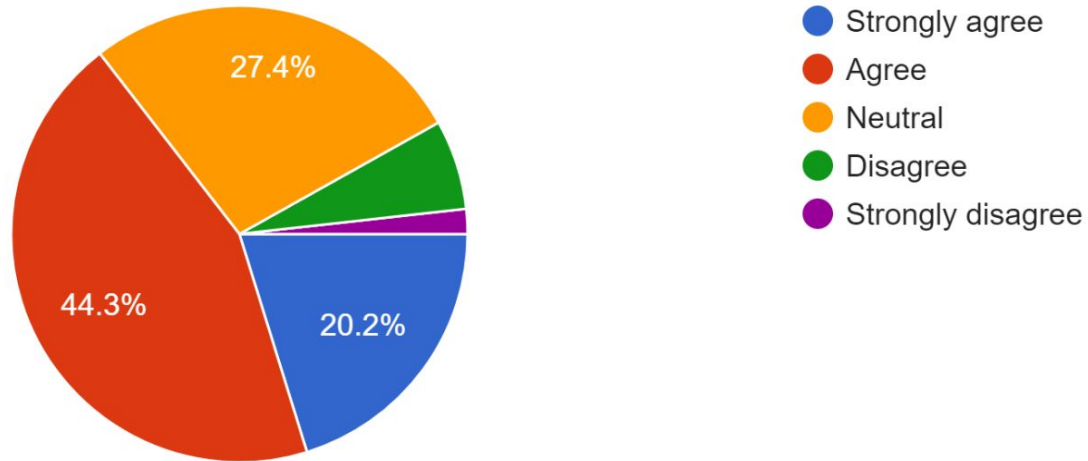
1,132 responses



## TB Student Survey Results 2024/2025

TBHS prepares students for college/career.

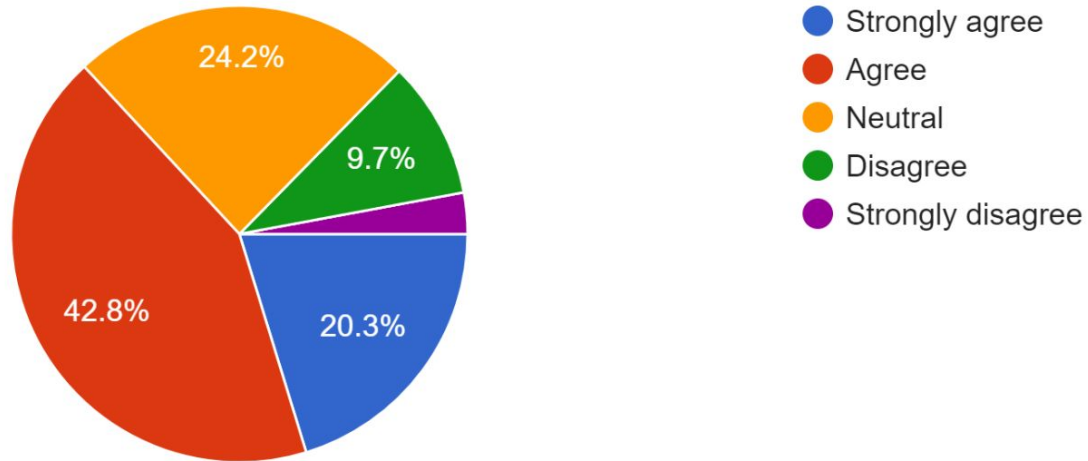
1,133 responses



## TB Student Survey Results 2024/2025

TBHS offers the courses that students need to achieve their career goals.

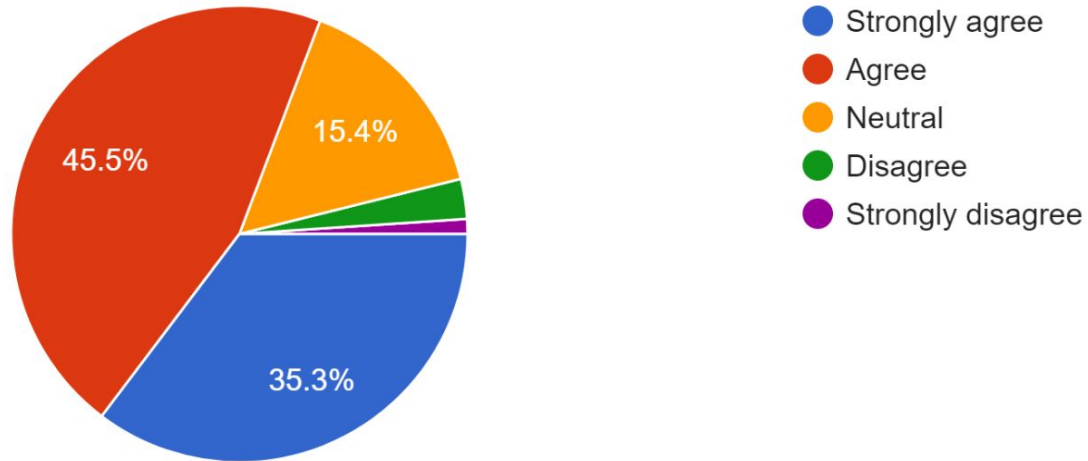
1,130 responses



## TB Student Survey Results 2024/2025

Students have equitable access to honors and advanced placement courses.

1,133 responses

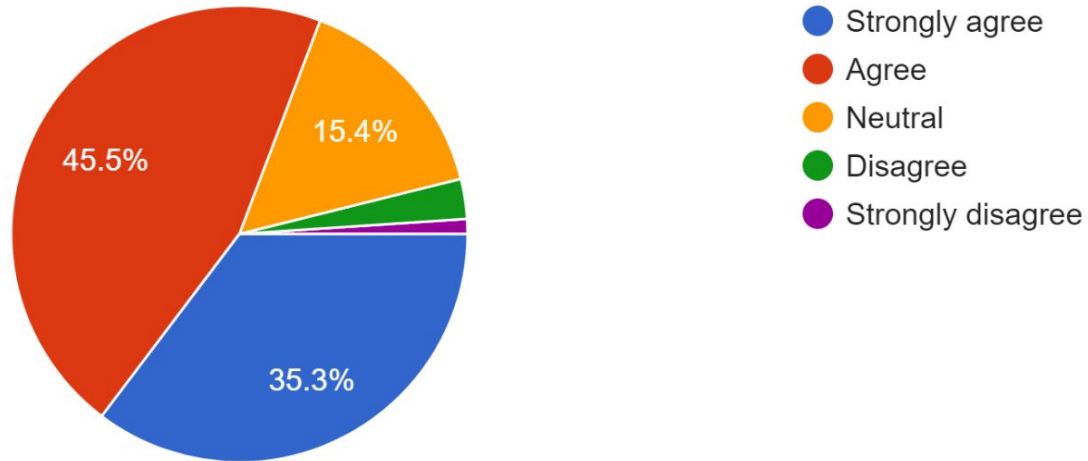




## TB Student Survey Results 2024/2025

Students have equitable access to honors and advanced placement courses.

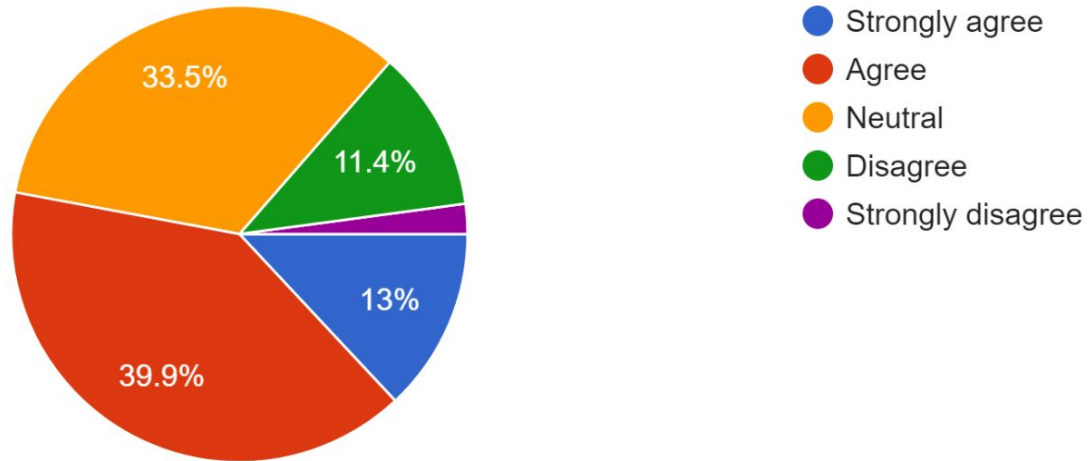
1,133 responses



## TB Student Survey Results 2024/2025

The environment at TBHS encourages taking a challenging class schedule.

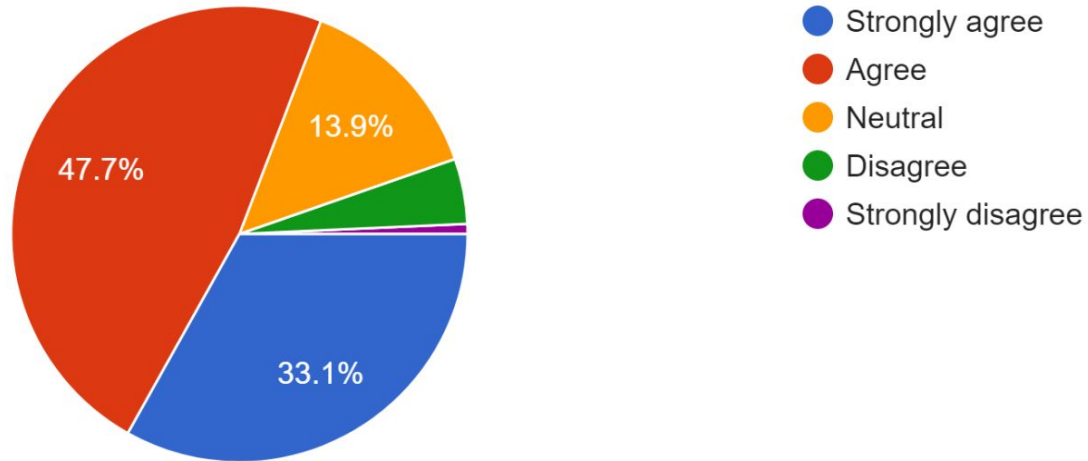
1,128 responses



## TB Student Survey Results 2024/2025

I understand the sequencing of courses and graduation requirements.

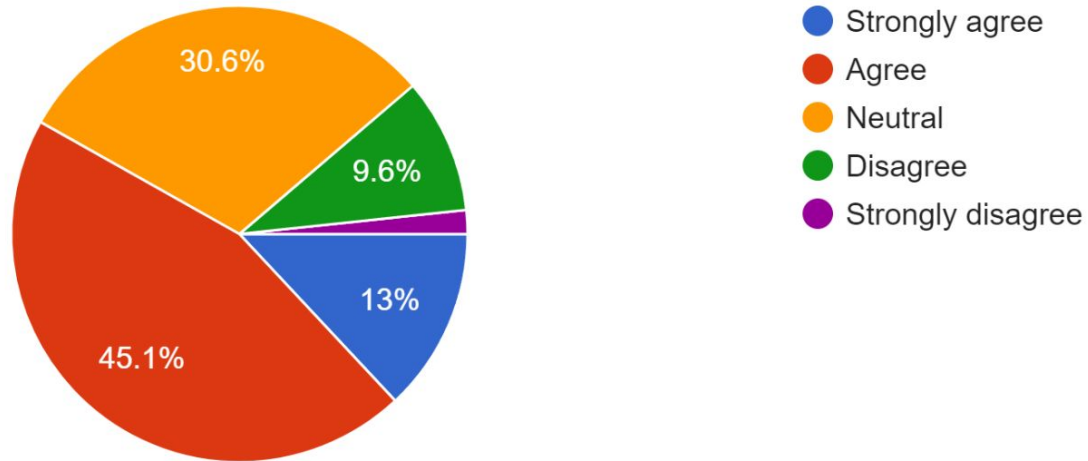
1,126 responses



## TB Student Survey Results 2024/2025

Teachers provide sufficient feedback on student performance.

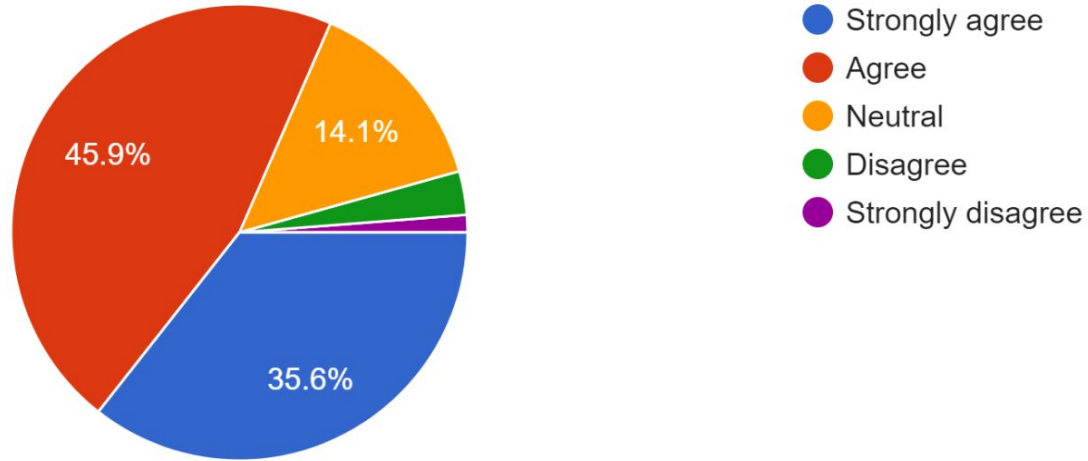
1,128 responses



# TB Student Survey Results 2024/2025

Students perform a wide variety of activities in classes such as presentations, projects, group assignments, experiments, and written reports.

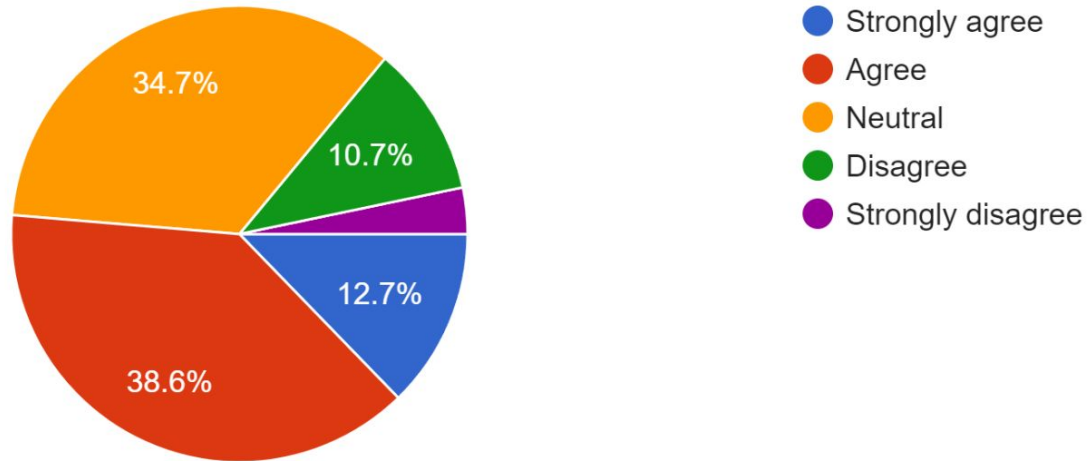
1,132 responses



## TB Student Survey Results 2024/2025

Students feel comfortable asking questions and expressing ideas in class.

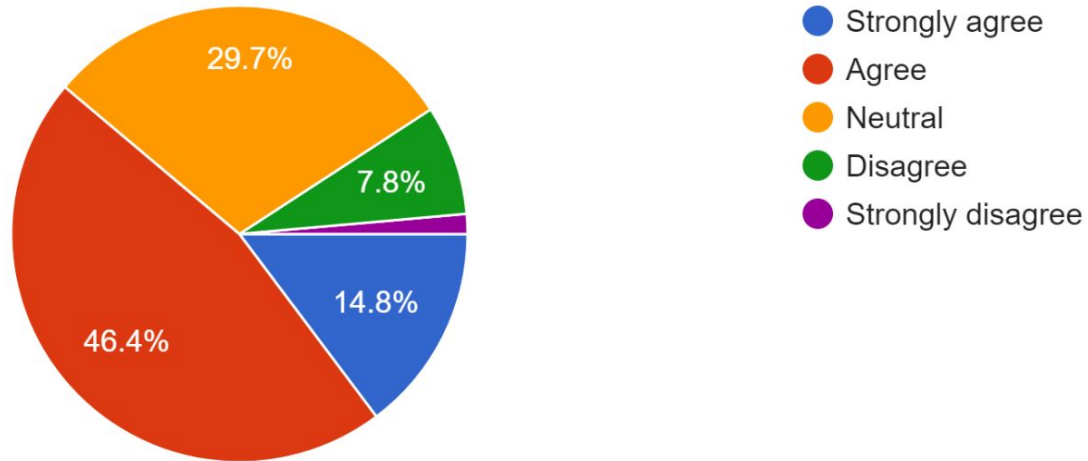
1,130 responses



## TB Student Survey Results 2024/2025

Teachers use a variety of tools to assess student achievement.

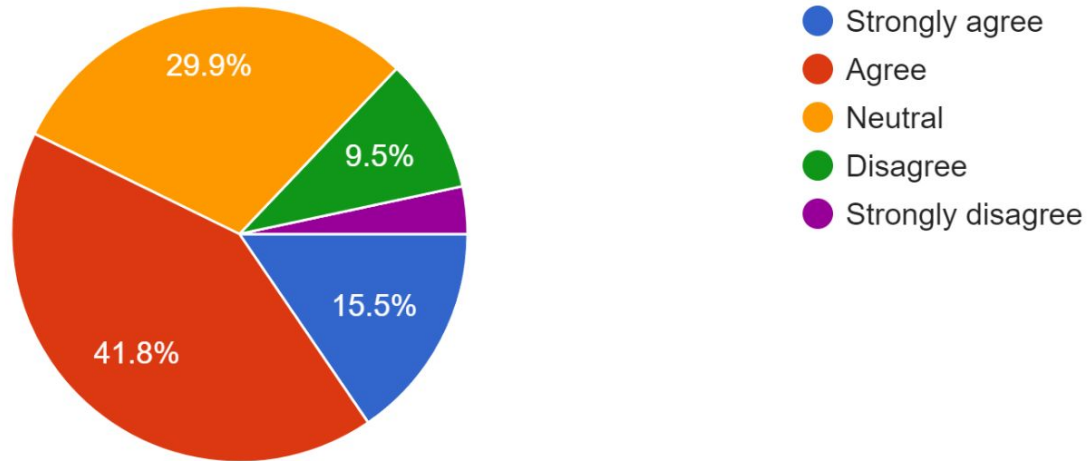
1,132 responses



## TB Student Survey Results 2024/2025

Teachers provide timely notification of upcoming assessments.

1,132 responses

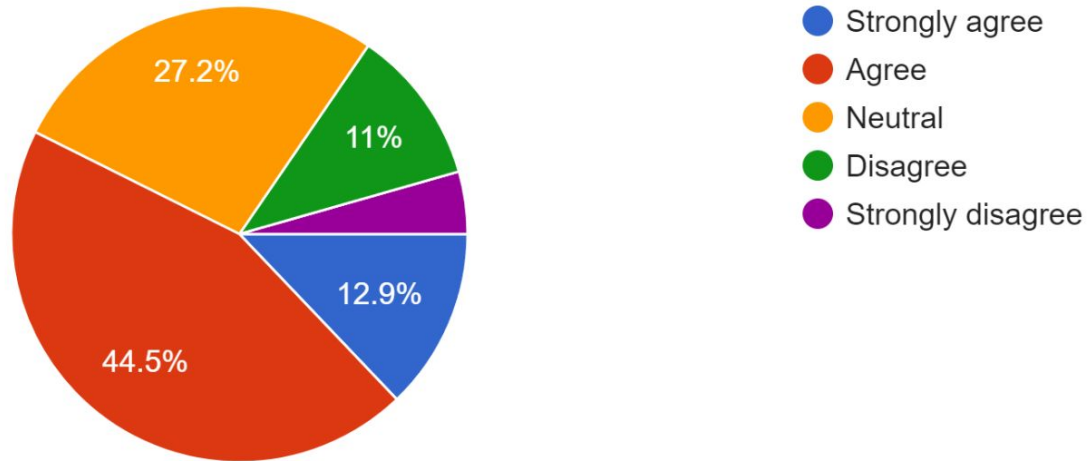




## TB Student Survey Results 2024/2025

Teachers provide assessment results in a reasonable amount of time.

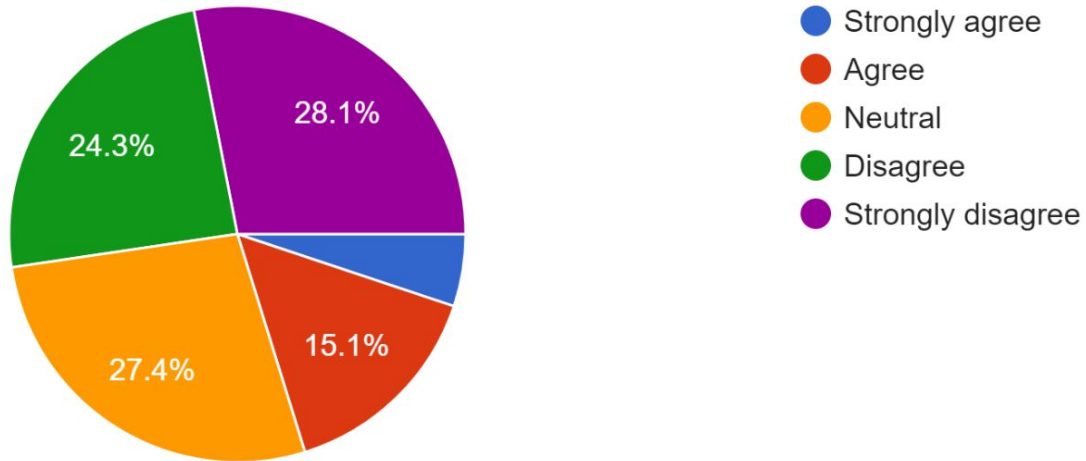
1,133 responses



## TB Student Survey Results 2024/2025

Standardized testing (CAASPP) improves the educational experience.

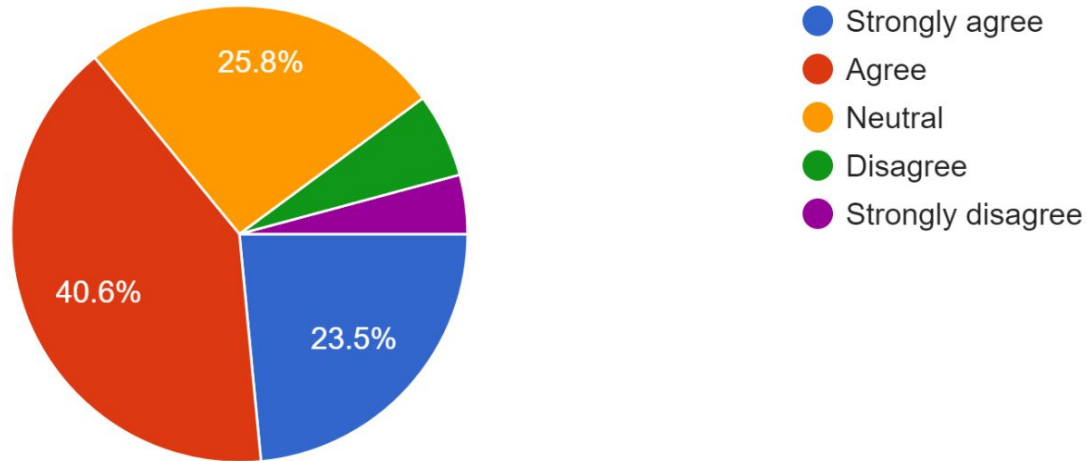
1,133 responses



## TB Student Survey Results 2024/2025

The counselors are helpful when contacted.

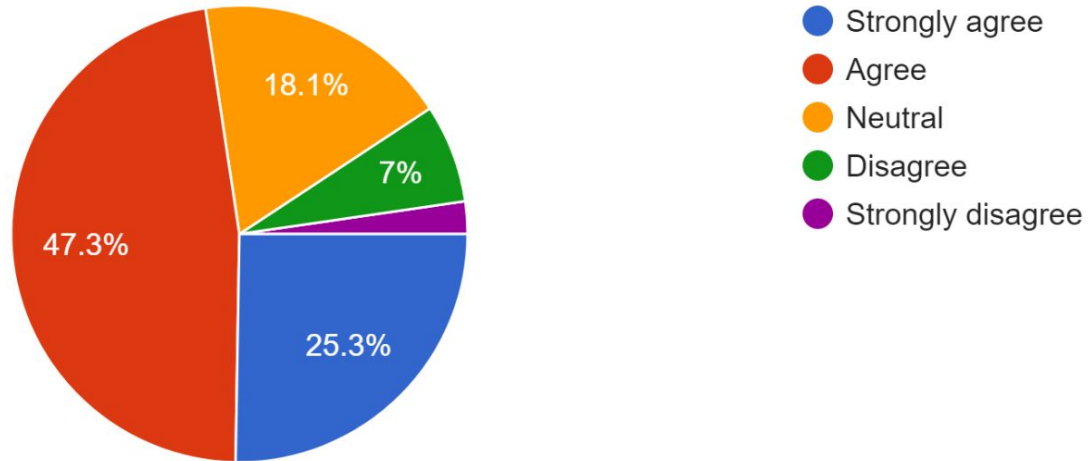
1,124 responses



## TB Student Survey Results 2024/2025

The TBHS campus is clean.

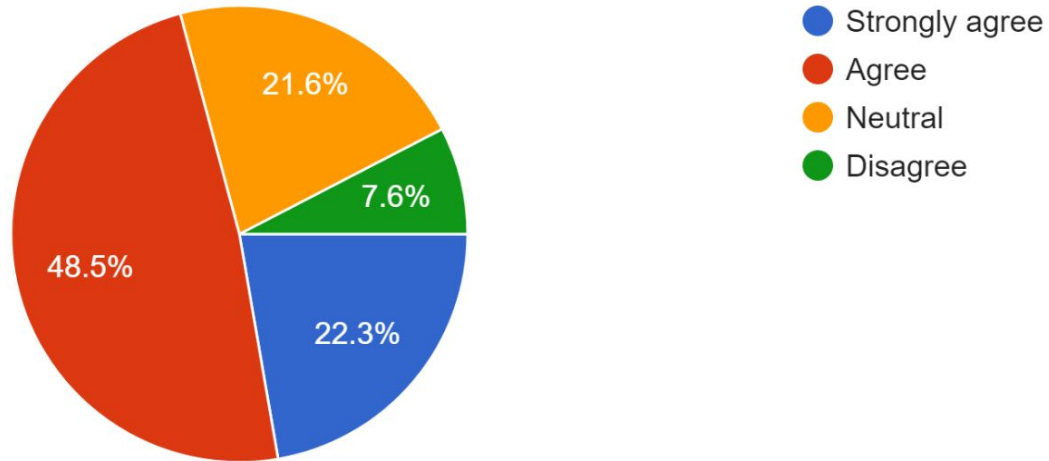
1,132 responses



## TB Student Survey Results 2024/2025

The TBHS campus is safe.

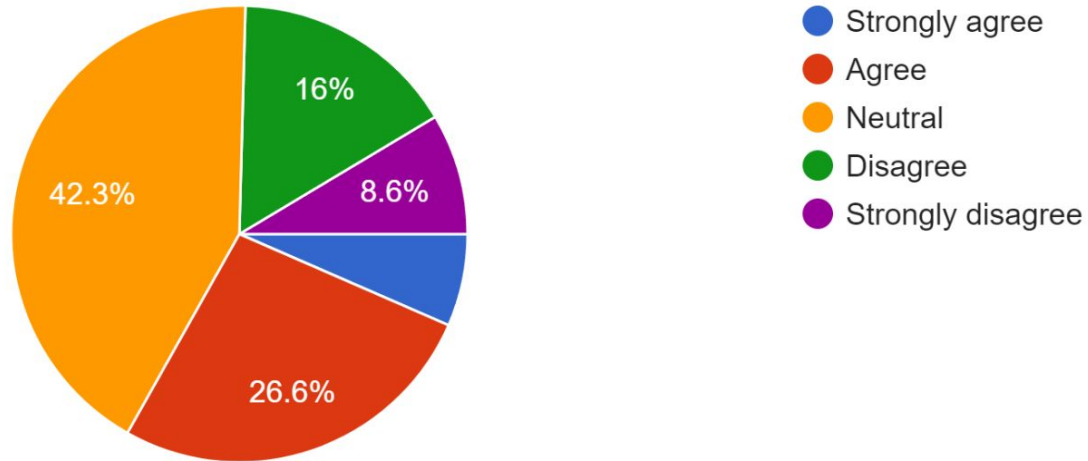
1,131 responses



## TB Student Survey Results 2024/2025

Students at TBHS treat one another with respect.

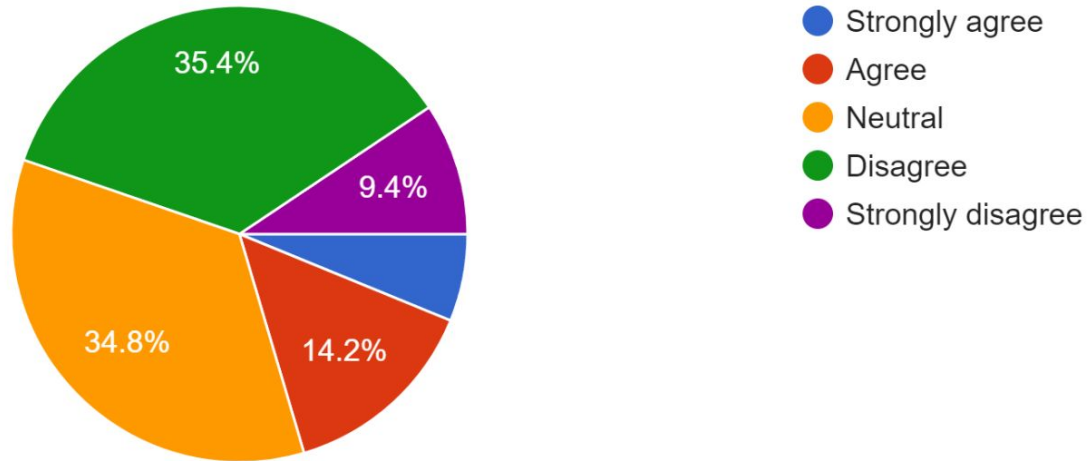
1,131 responses



# TB Student Survey Results 2024/2025

Bullying is an issue at TBHS.

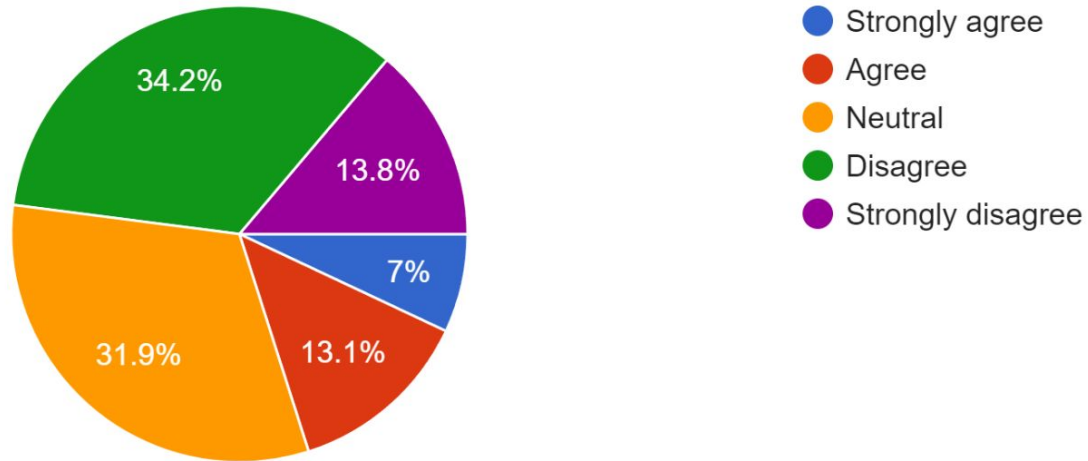
1,131 responses



# TB Student Survey Results 2024/2025

Cyber-Bullying is an issue at TBHS.

1,130 responses

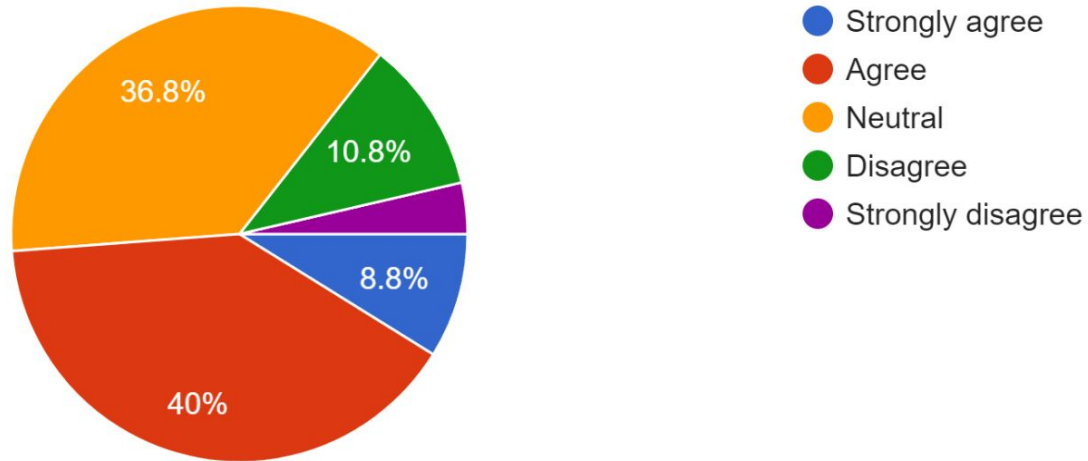




## TB Student Survey Results 2024/2025

Students at TBHS treat the staff with respect.

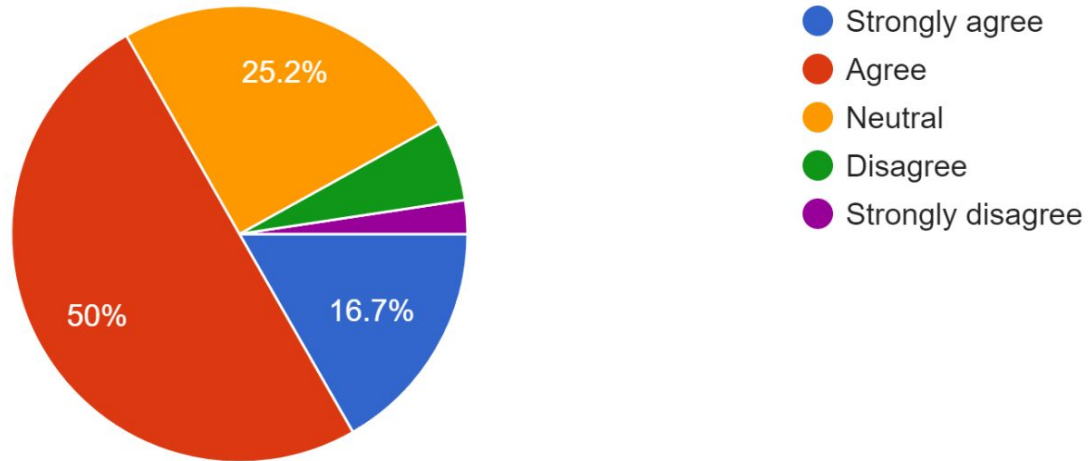
1,131 responses



## TB Student Survey Results 2024/2025

Teachers at TBHS treat the students with respect.

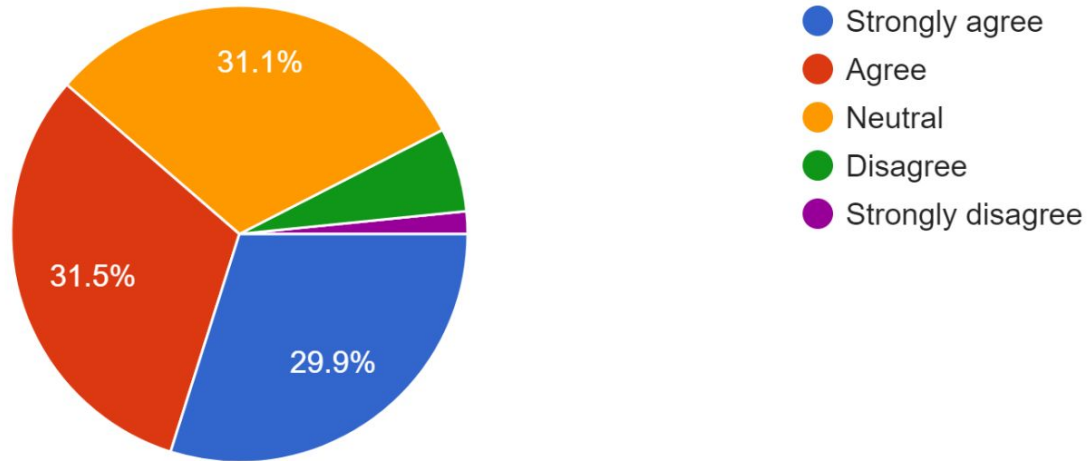
1,131 responses



# TB Student Survey Results 2024/2025

Students at TBHS are stressed.

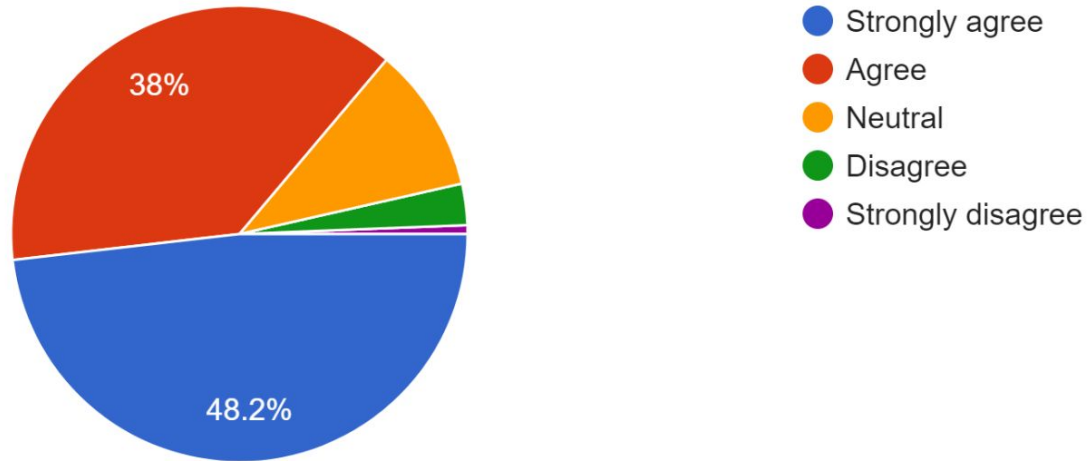
1,128 responses



## TB Student Survey Results 2024/2025

TBHS students have adequate access to view student grades.

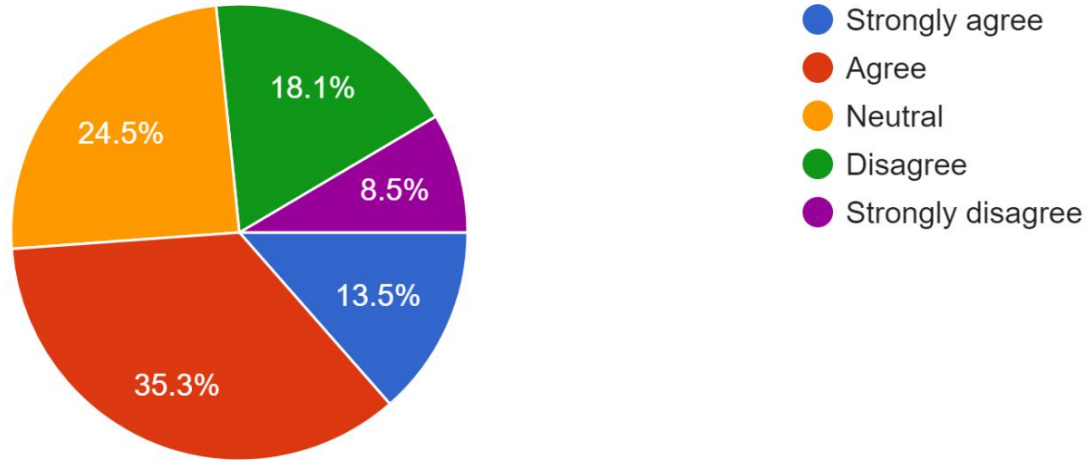
1,127 responses



# TB Student Survey Results 2024/2025

Classes of the same subject area (examples: all Math 1 classes, all Chemistry classes, all English 11 classes, etc.) have a consistent workload, regardless of teacher.

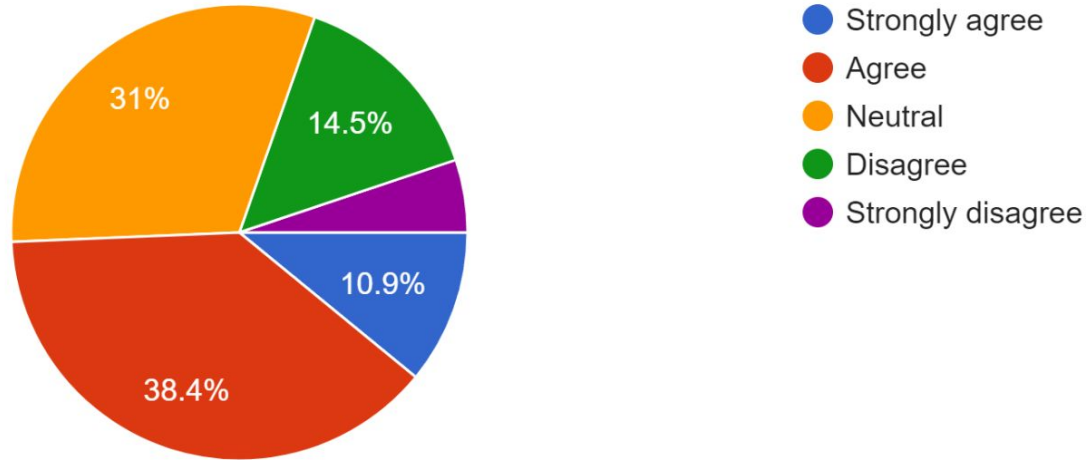
1,130 responses



# TB Student Survey Results 2024/2025

Classes of the same subject area (examples: all Math 1 classes, all Chemistry classes, all English 11 classes, etc.) have a consistent pacing, regardless of teacher.

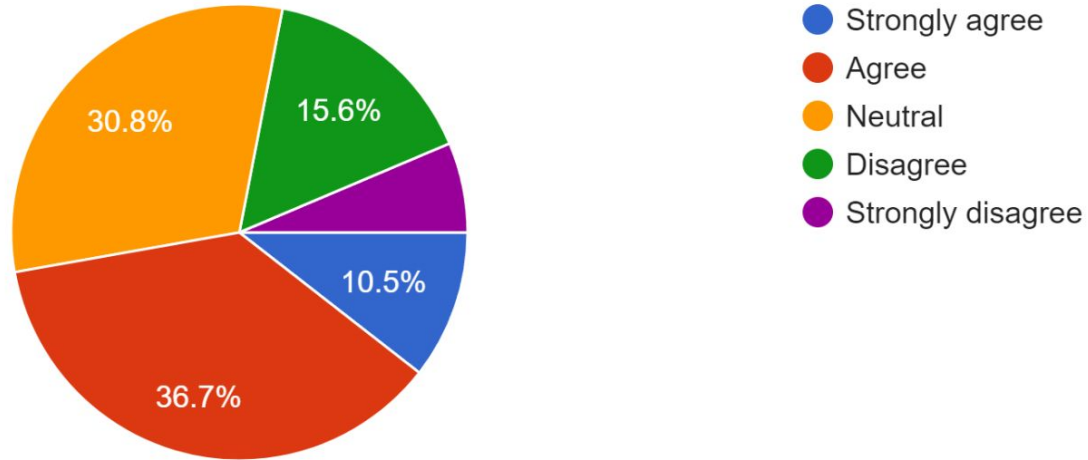
1,125 responses



## TB Student Survey Results 2024/2025

Classes of the same subject area (examples: all Math 1 classes, all Chemistry classes, all English 11 classes, etc.) have a consistent grading standard, regardless of teacher.

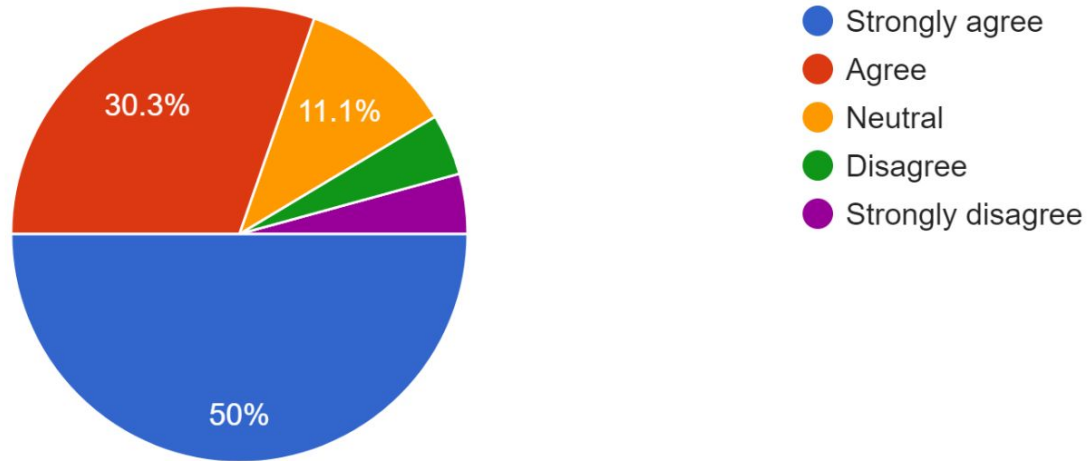
1,129 responses



## TB Student Survey Results 2024/2025

I find FLEX helpful in achieving my educational goals.

1,128 responses

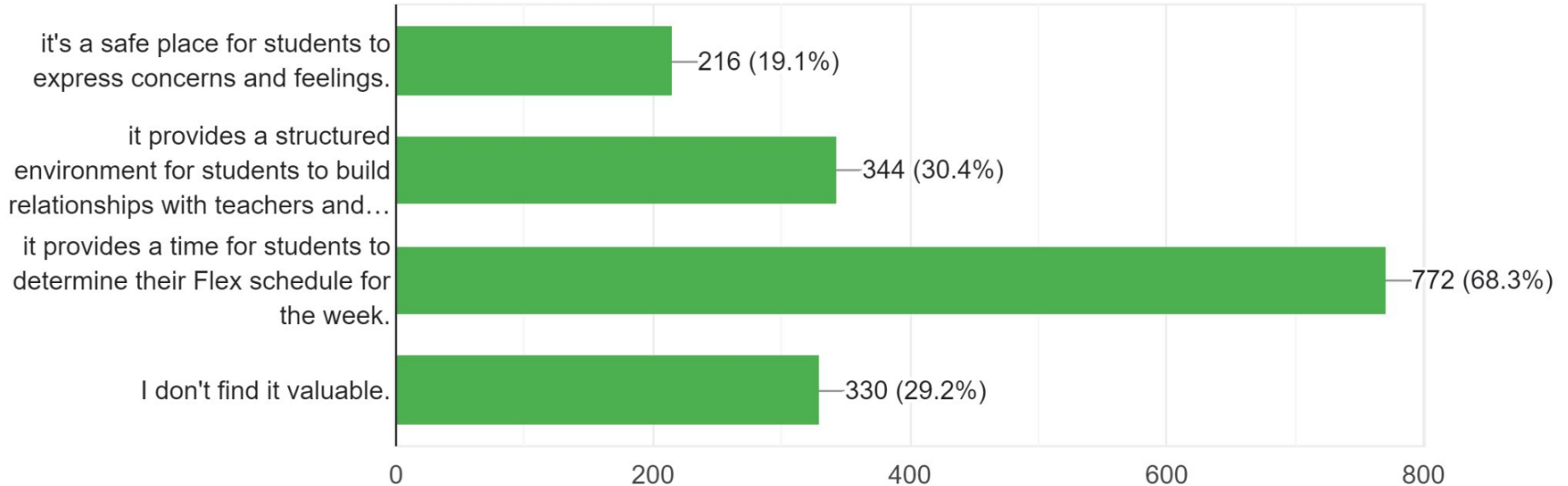




# TB Student Survey Results 2024/2025

I find Advisory valuable because \_\_\_\_\_. Choose all that apply.

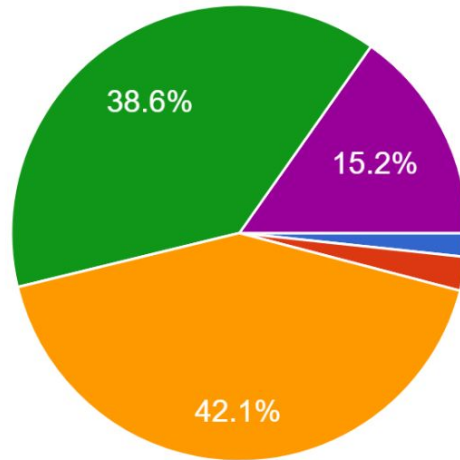
1,131 responses



## TB Student Survey Results 2024/2025

The amount of work assigned to students is:

1,130 responses

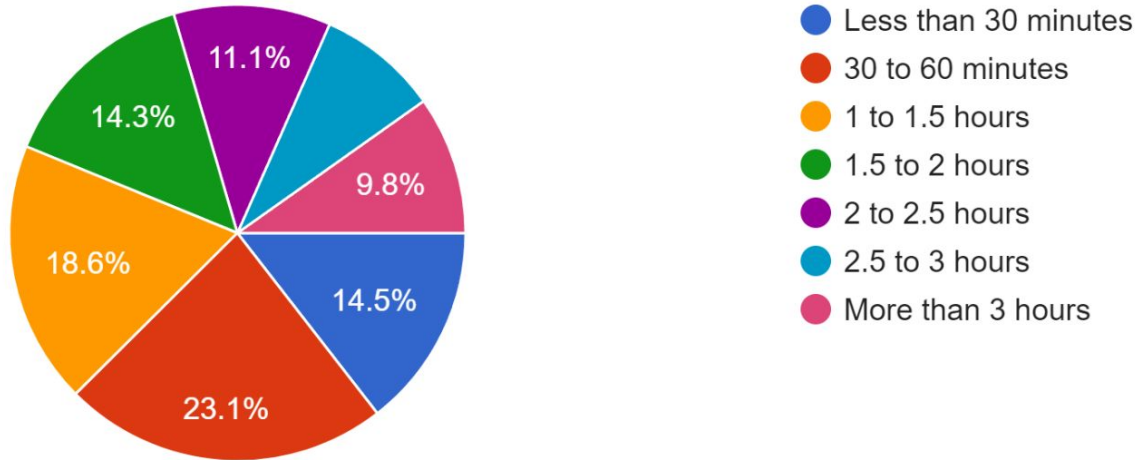


- Not nearly enough to support student learning
- Not enough to support student learning
- The right amount to support student learning
- More than enough to support student learning.
- Way more than enough to support student learning.

## TB Student Survey Results 2024/2025

The average amount of time I student spend on homework per night is:

1,132 responses



# Twelve Bridges High School

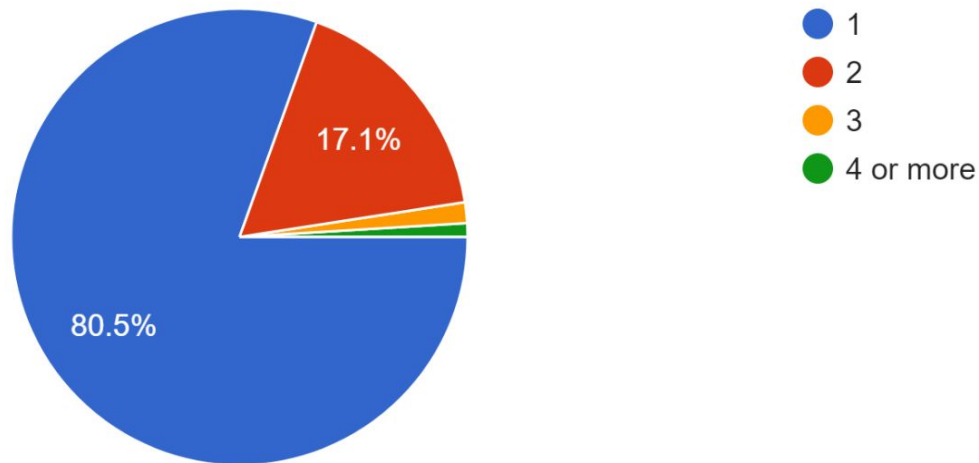
## WASC Parent Survey Results 2024/2025



## TB Parent Survey Results 2024/2025

How many children in your household currently attend TBHS?

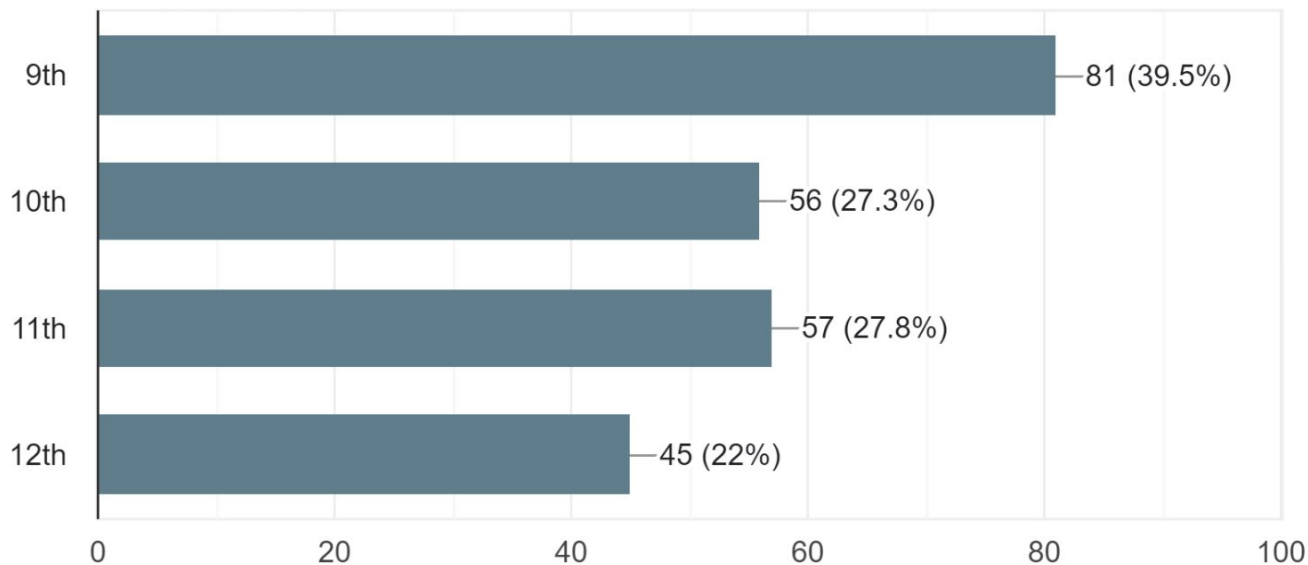
205 responses



## TB Parent Survey Results 2024/2025

What current grade(s) is/are your child(ren) in? Check all that apply.

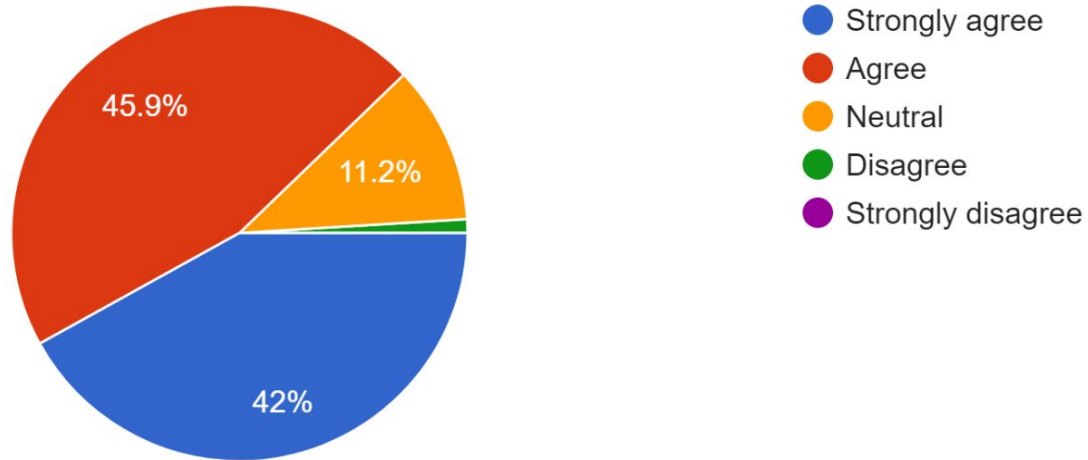
205 responses



## TB Parent Survey Results 2024/2025

The teachers at TBHS act professionally.

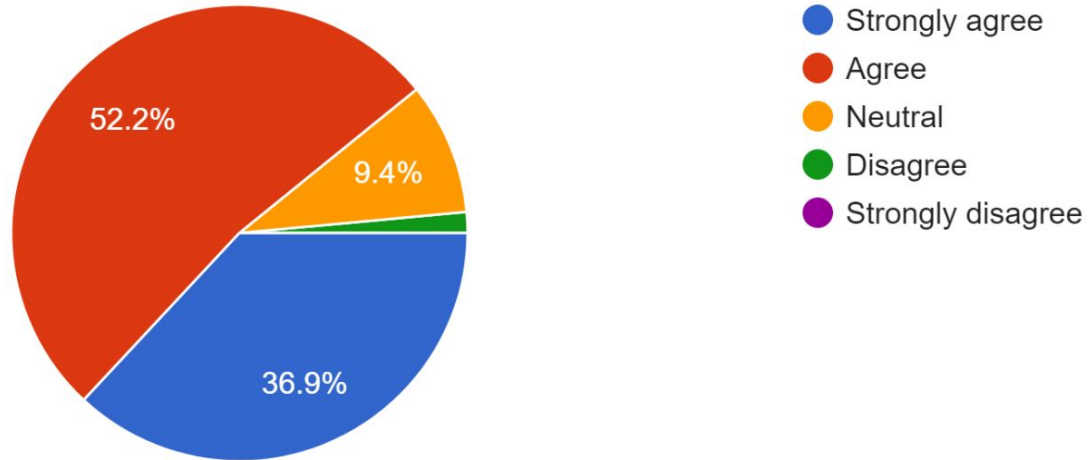
205 responses



## TB Parent Survey Results 2024/2025

The teachers at TBHS are well qualified to support students and their learning.

203 responses

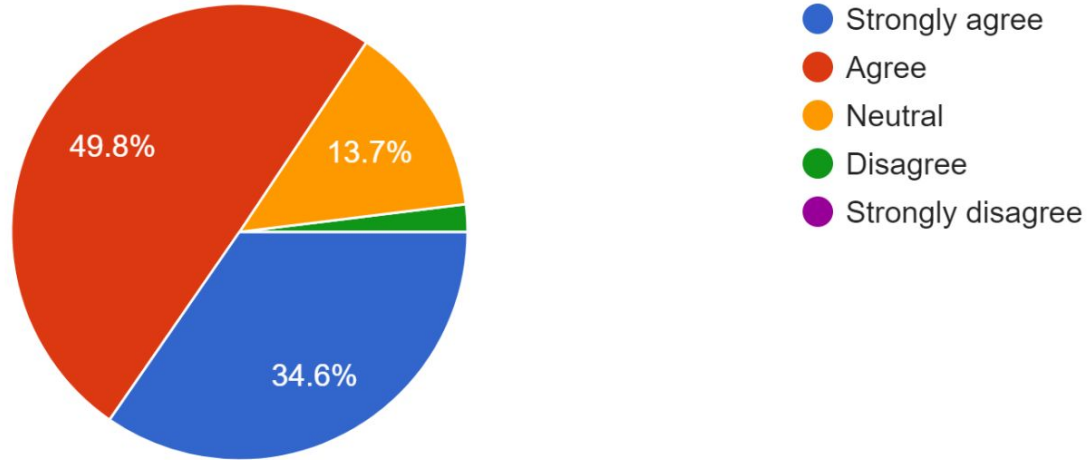




## TB Parent Survey Results 2024/2025

The teachers at TBHS are well prepared.

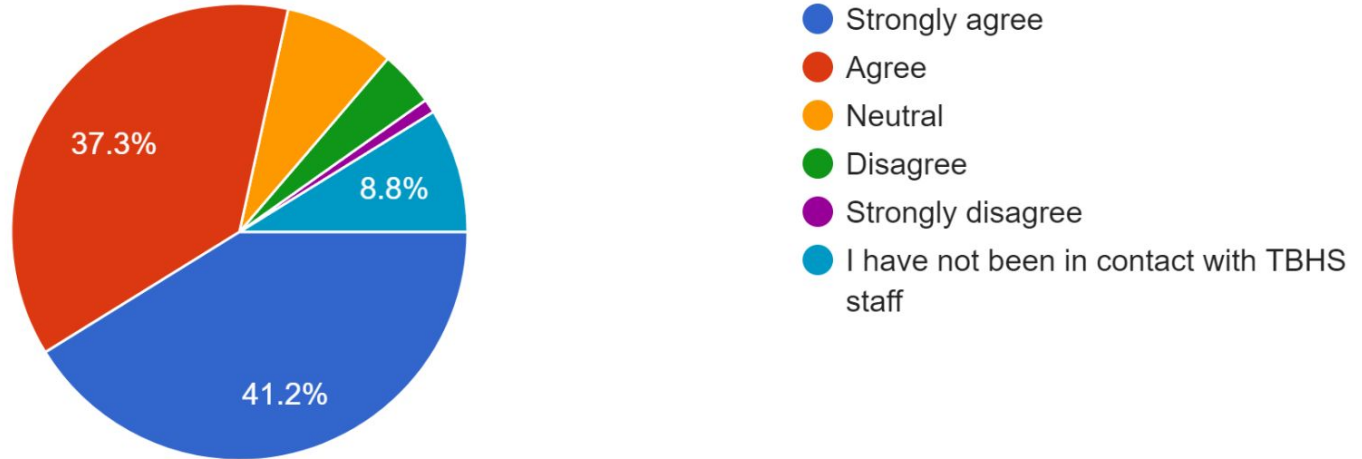
205 responses



## TB Parent Survey Results 2024/2025

When I have been in contact with TBHS staff, the communication from the staff has been effective.

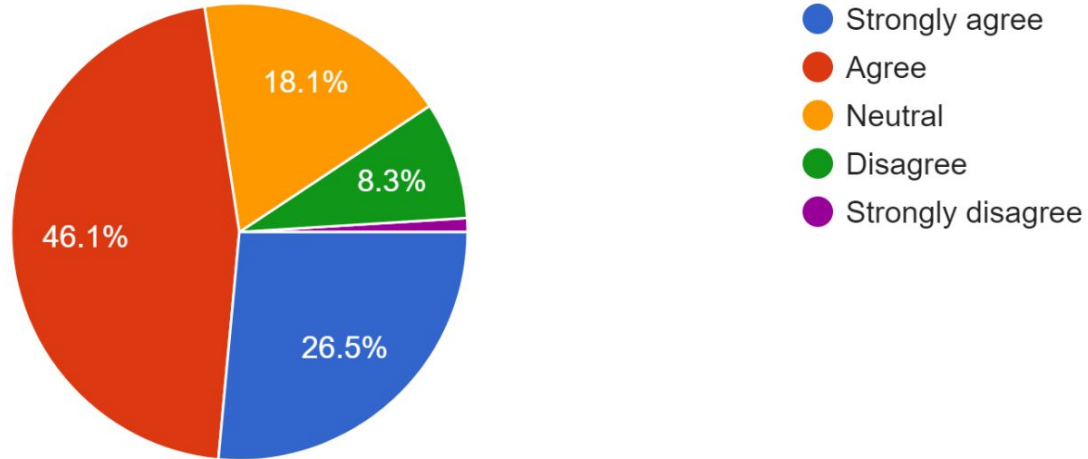
204 responses



## TB Parent Survey Results 2024/2025

TBHS has enough staff to meet the needs of all students.

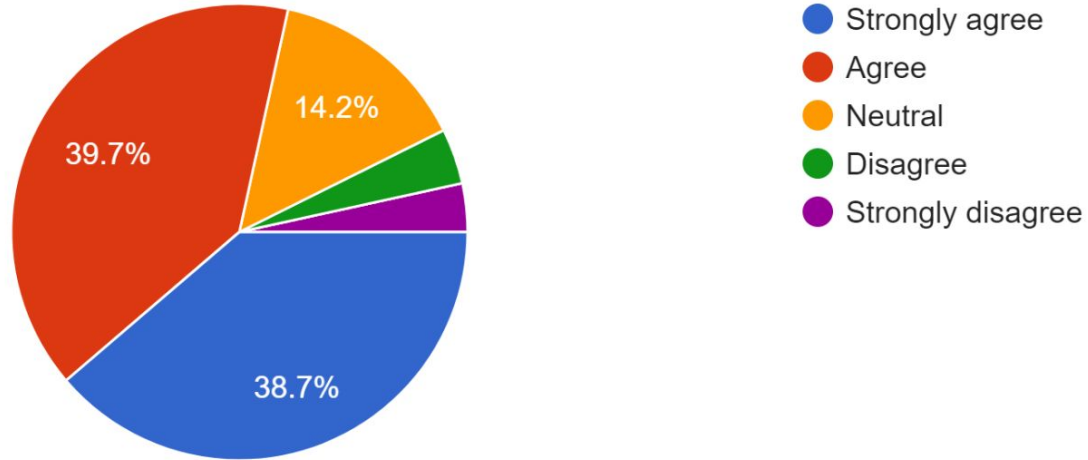
204 responses



## TB Parent Survey Results 2024/2025

The administration at TBHS provides strong leadership.

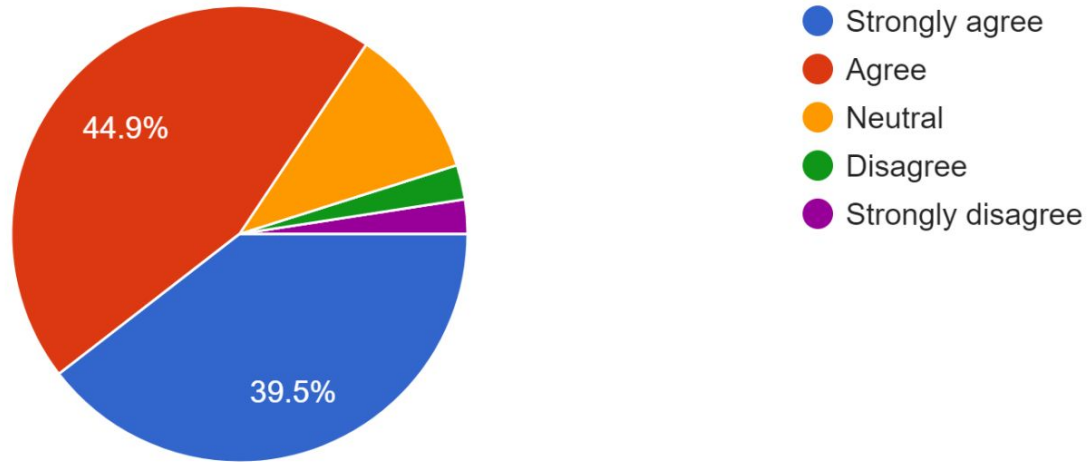
204 responses



## TB Parent Survey Results 2024/2025

The administration at TBHS is accessible to students and parents to address comments or concerns about the school.

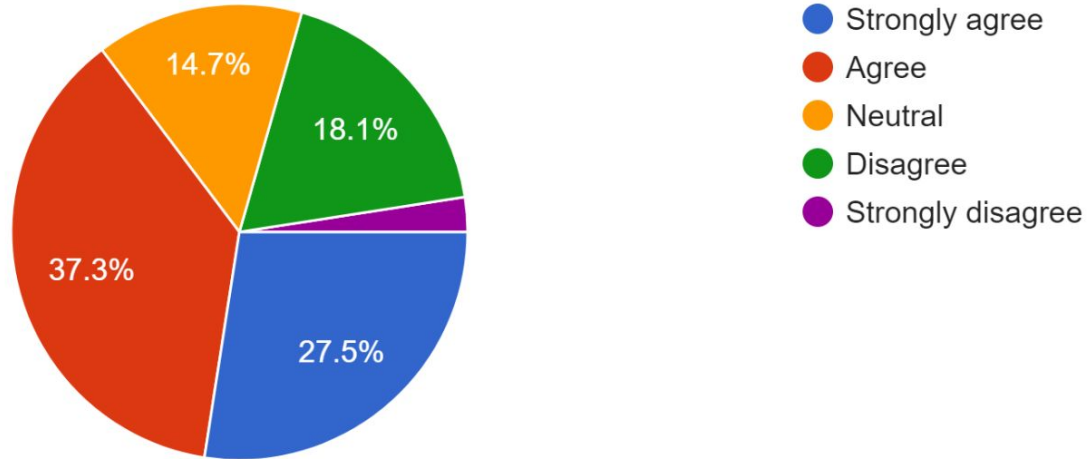
205 responses



## TB Parent Survey Results 2024/2025

The school's facilities are sufficient enough to meet the needs of all students.

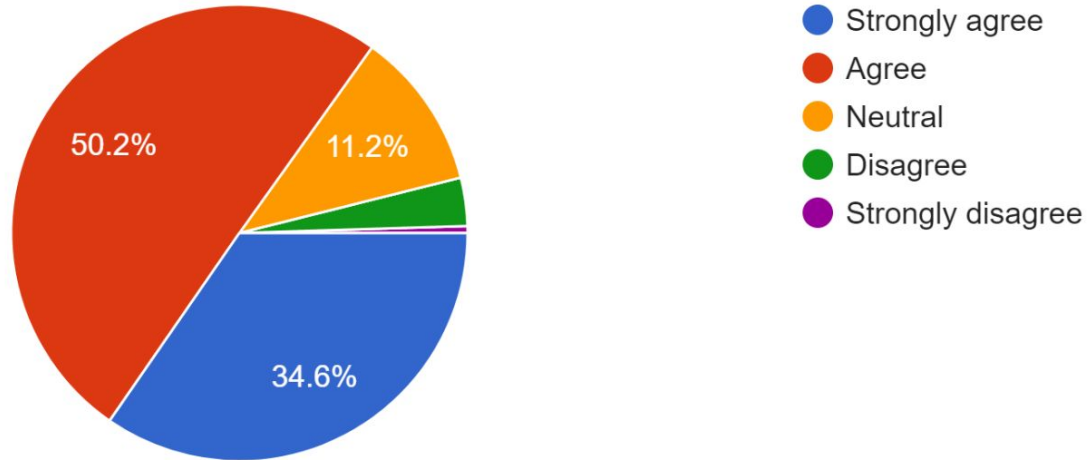
204 responses



## TB Parent Survey Results 2024/2025

Classes at TBHS seem academically challenging.

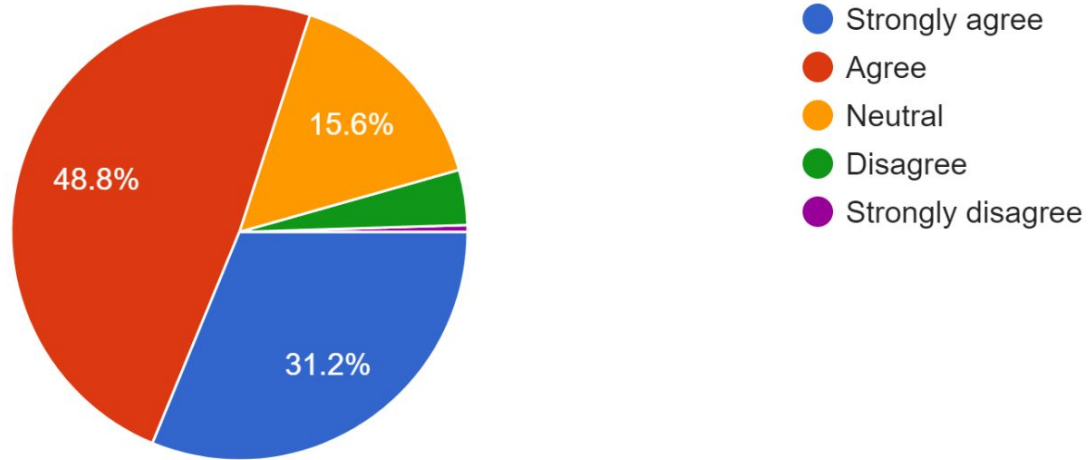
205 responses



## TB Parent Survey Results 2024/2025

TBHS prepares students for college/career.

205 responses

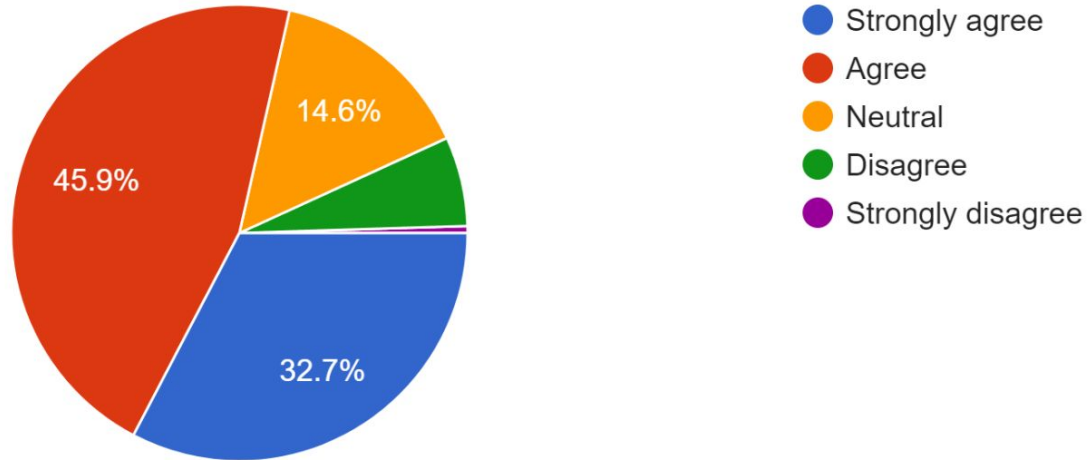




## TB Parent Survey Results 2024/2025

TBHS offers the courses that students need to achieve their career goals.

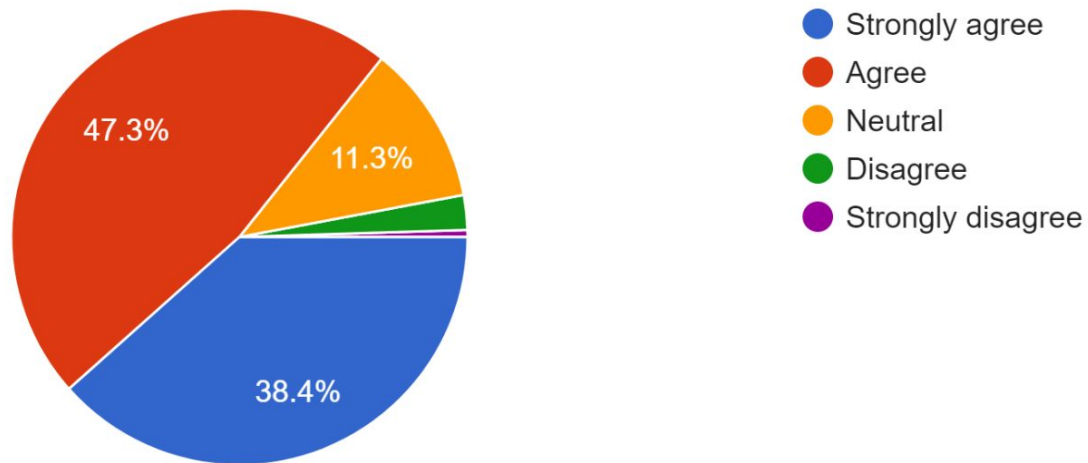
205 responses



## TB Parent Survey Results 2024/2025

Students have equitable access to honors and advanced placement courses.

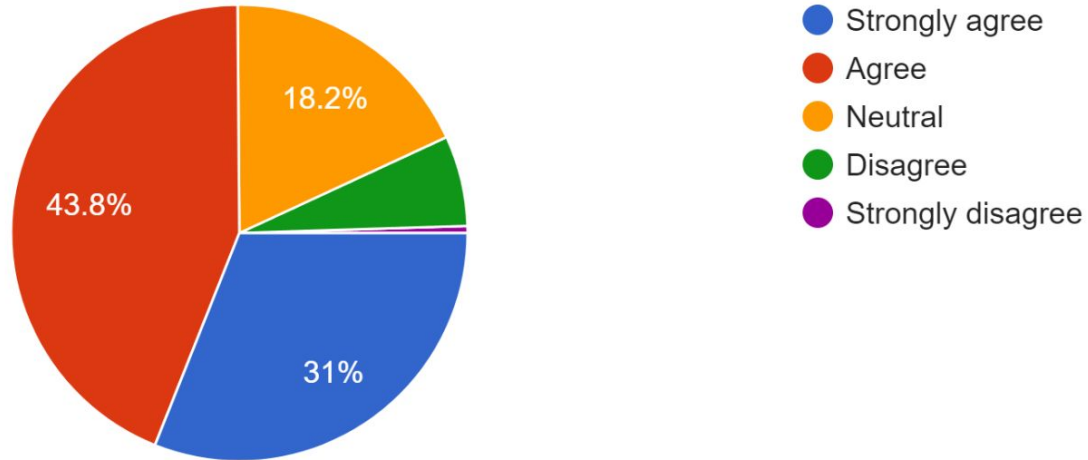
203 responses



## TB Parent Survey Results 2024/2025

The environment at TBHS encourages taking a challenging class schedule.

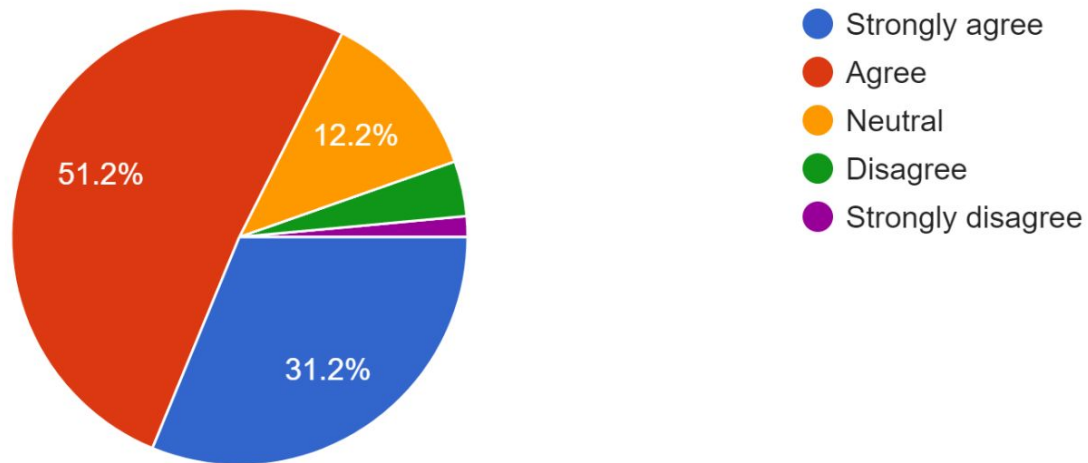
203 responses



## TB Parent Survey Results 2024/2025

I understand the sequencing of courses and graduation requirements.

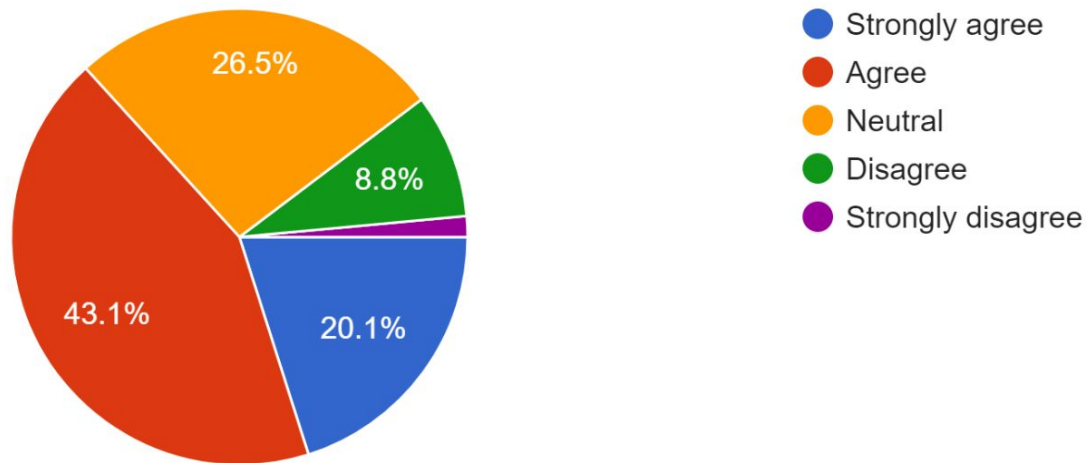
205 responses



## TB Parent Survey Results 2024/2025

Teachers provide sufficient feedback on student performance.

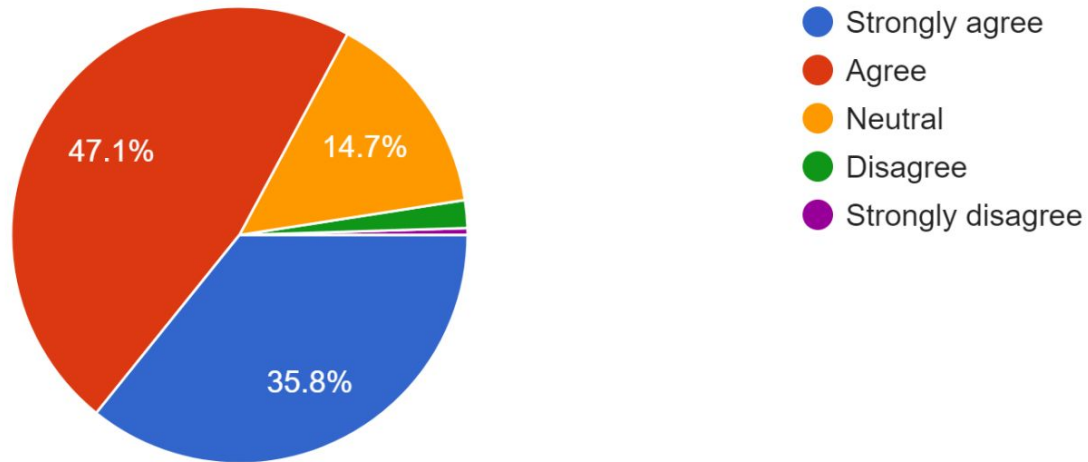
204 responses



## TB Parent Survey Results 2024/2025

Students perform a wide variety of activities in classes such as presentations, projects, group assignments, experiments, and written reports.

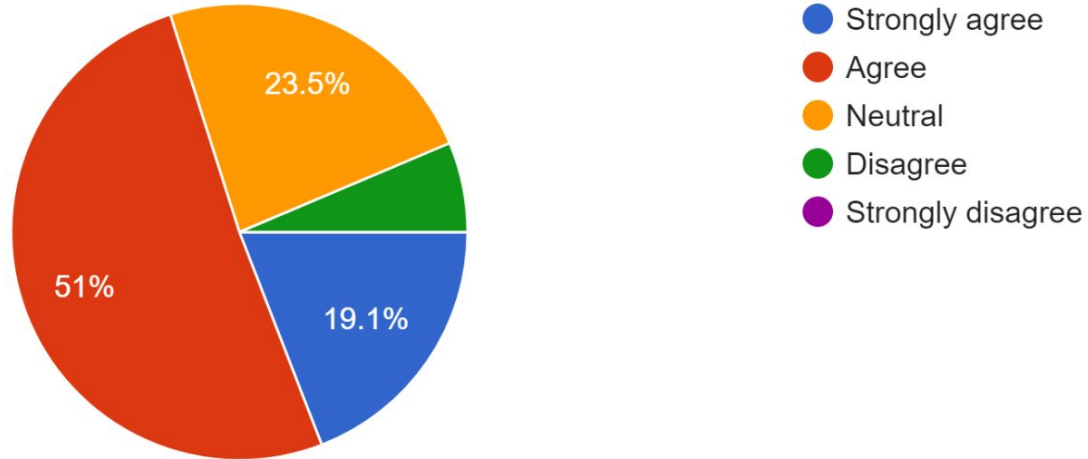
204 responses



## TB Parent Survey Results 2024/2025

Students feel comfortable asking questions and expressing ideas in class.

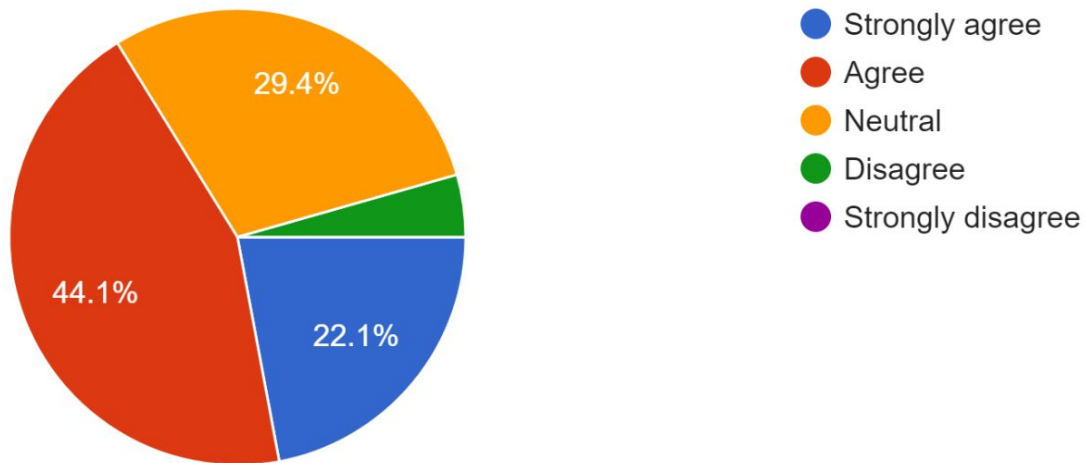
204 responses



## TB Parent Survey Results 2024/2025

Teachers use a variety of tools to assess student achievement.

204 responses

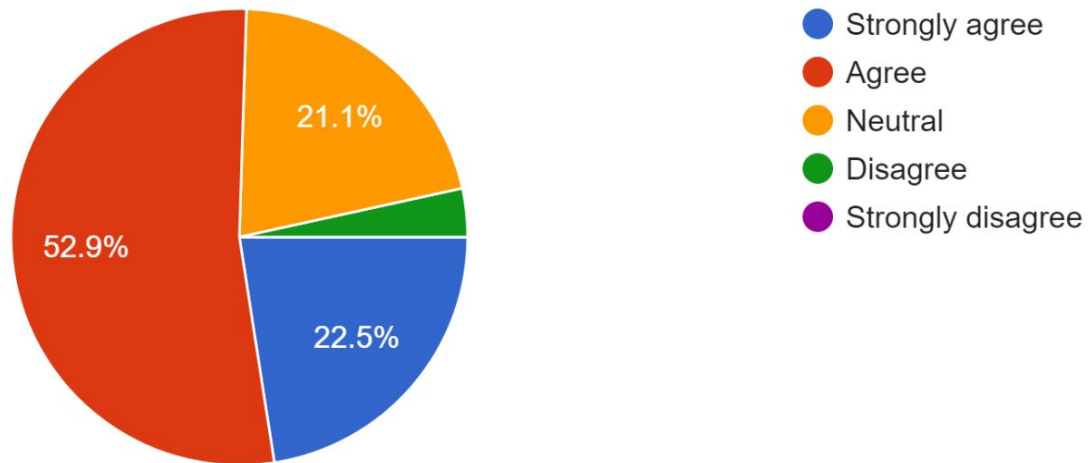




## TB Parent Survey Results 2024/2025

Teachers provide timely notification of upcoming assessments.

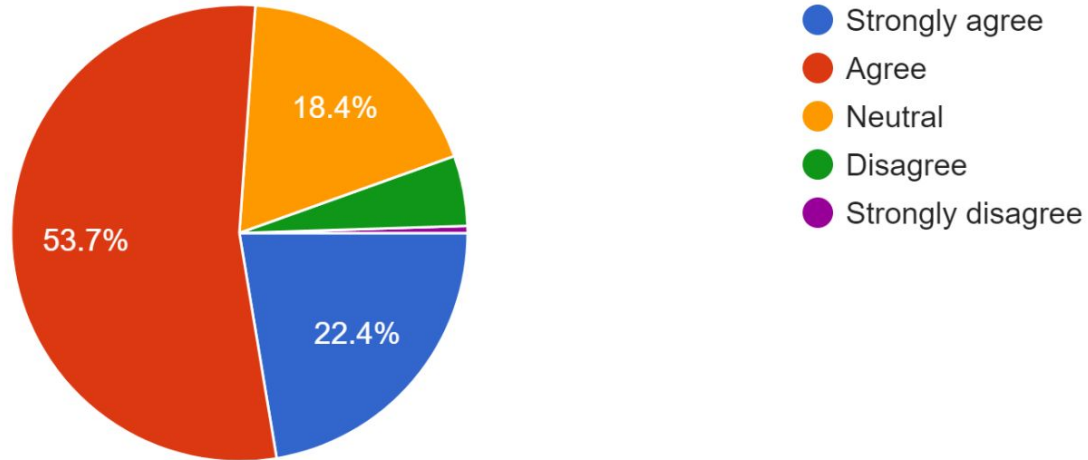
204 responses



## TB Parent Survey Results 2024/2025

Teachers provide assessment results in a reasonable amount of time.

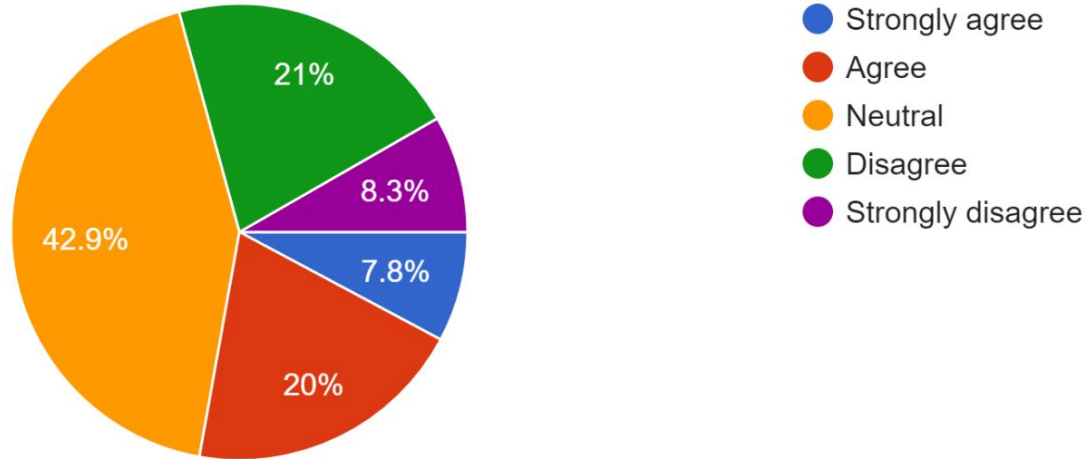
201 responses



## TB Parent Survey Results 2024/2025

Standardized testing (CAASPP) improves the educational experience.

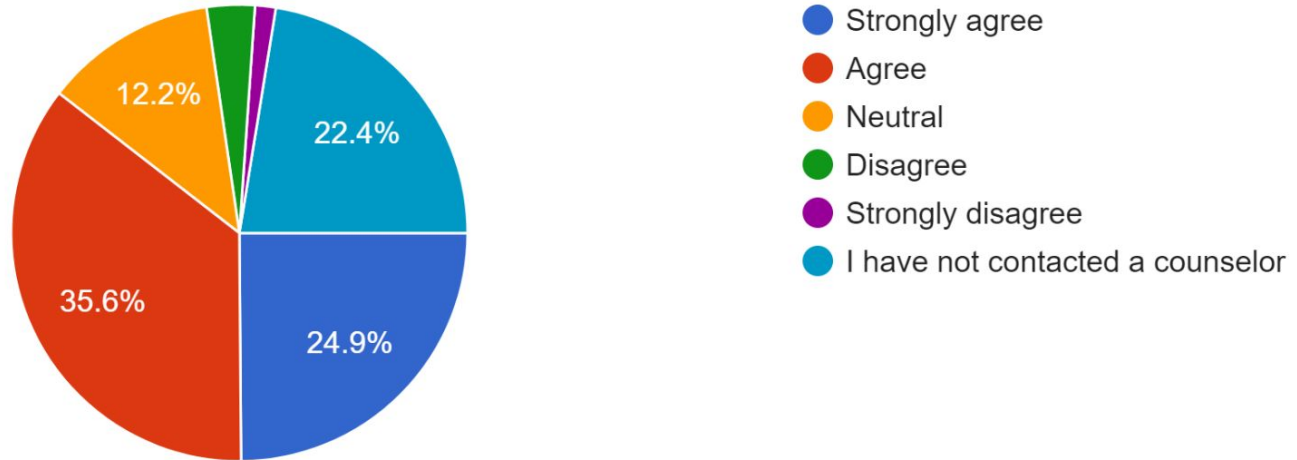
205 responses



## TB Parent Survey Results 2024/2025

The counselors are helpful when contacted.

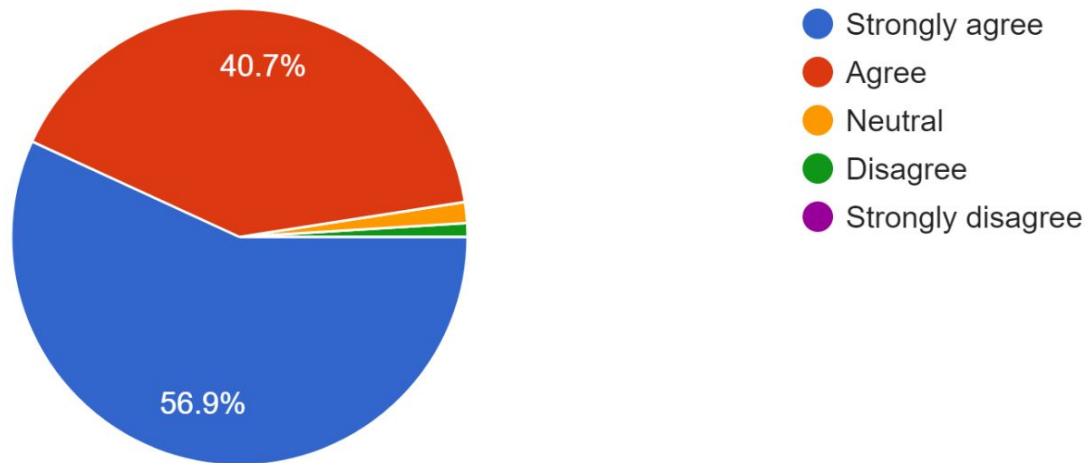
205 responses



## TB Parent Survey Results 2024/2025

The TBHS campus is clean.

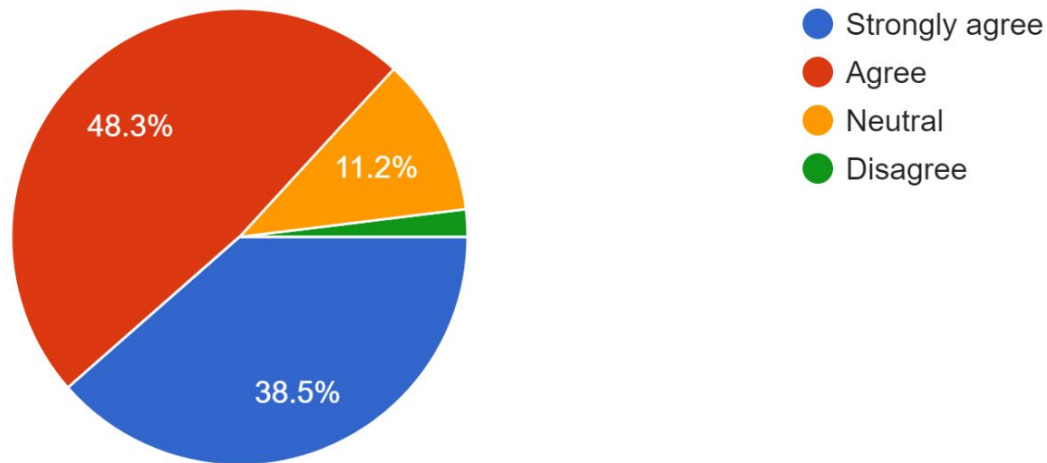
204 responses



## TB Parent Survey Results 2024/2025

The TBHS campus is safe.

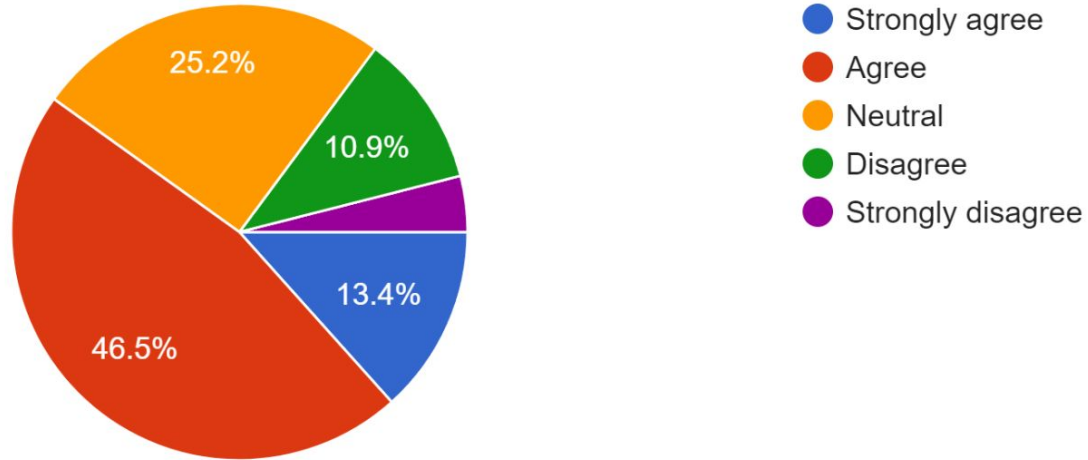
205 responses



## TB Parent Survey Results 2024/2025

Students at TBHS treat one another with respect.

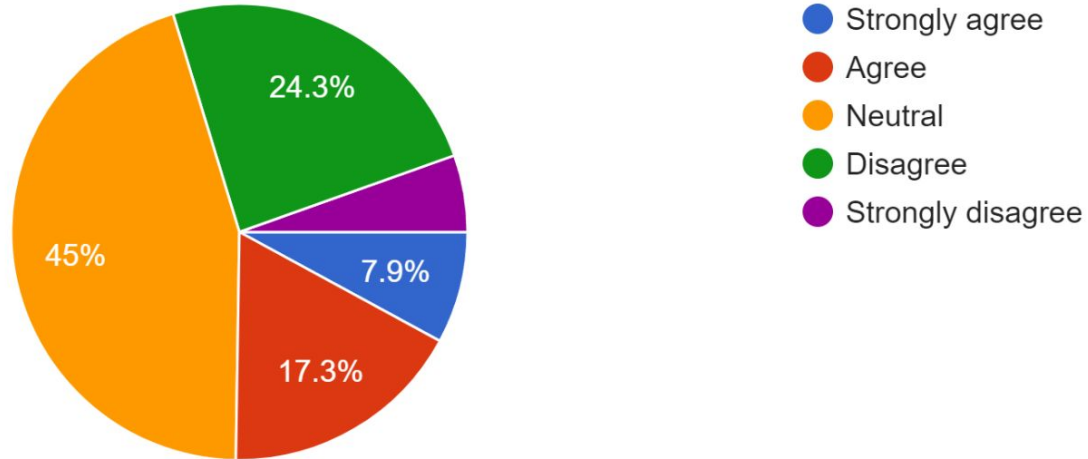
202 responses



## TB Parent Survey Results 2024/2025

Bullying is an issue at TBHS (including cyberbullying.)

202 responses

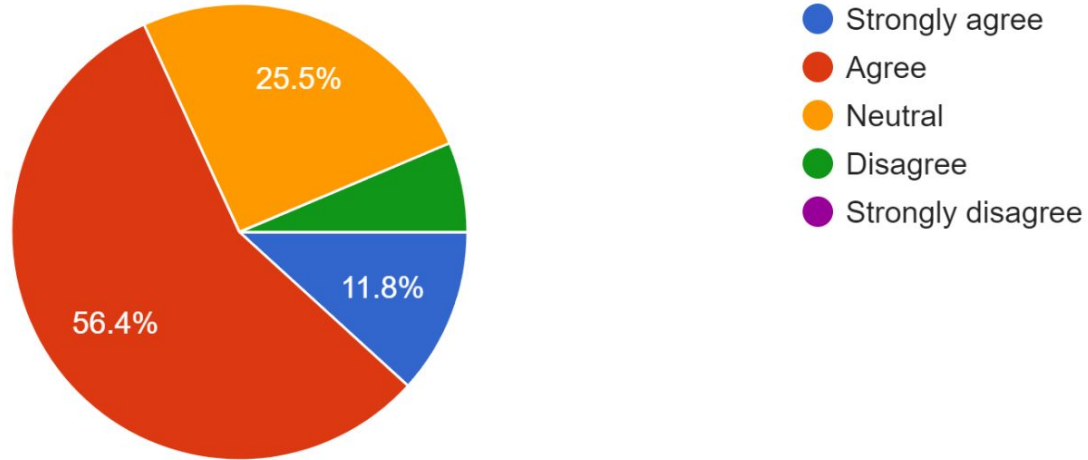




## TB Parent Survey Results 2024/2025

Students at TBHS treat the staff with respect.

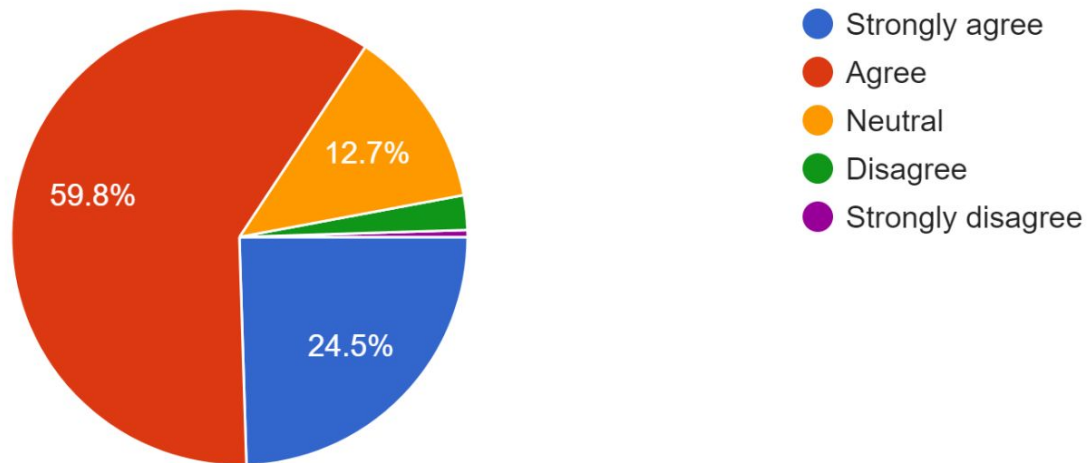
204 responses



## TB Parent Survey Results 2024/2025

Teachers at TBHS treat the students with respect.

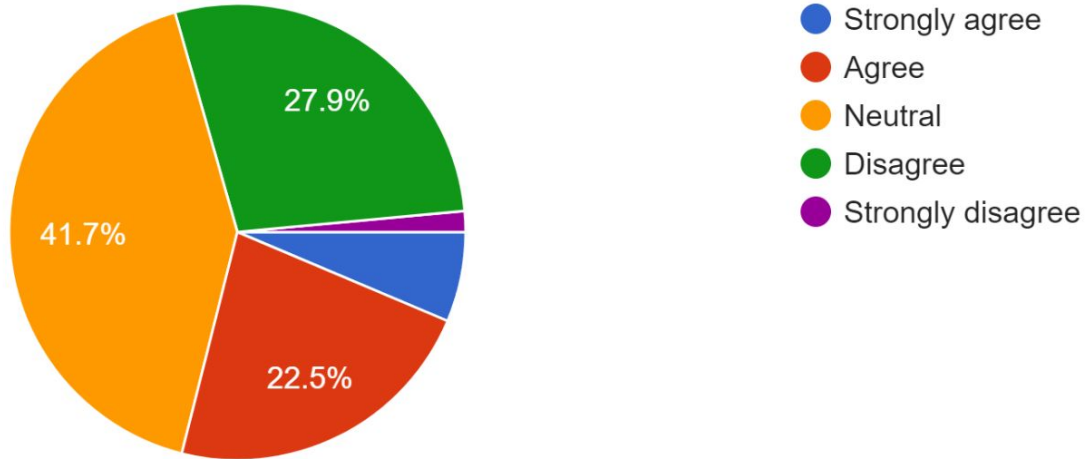
204 responses



# TB Parent Survey Results 2024/2025

Students at TBHS are stressed.

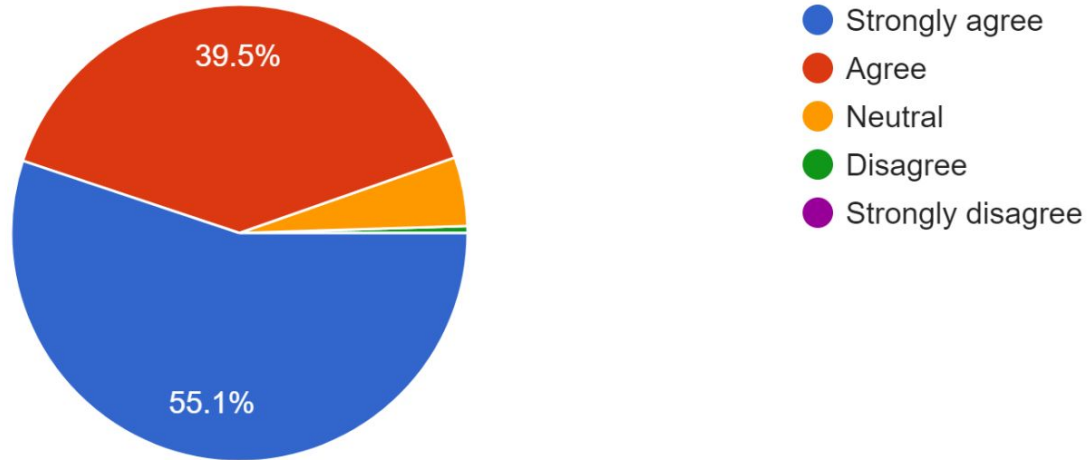
204 responses



## TB Parent Survey Results 2024/2025

TBHS students and parents have adequate access to view student grades.

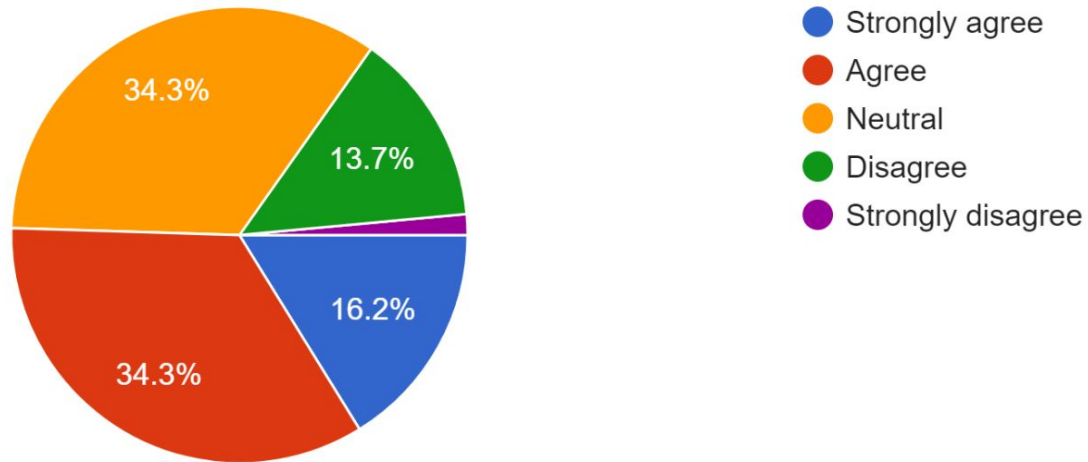
205 responses



## TB Parent Survey Results 2024/2025

Classes of the same subject area (examples: all Math 1 classes, all Chemistry classes, all English 11 classes, etc.) have a consistent workload, regardless of teacher.

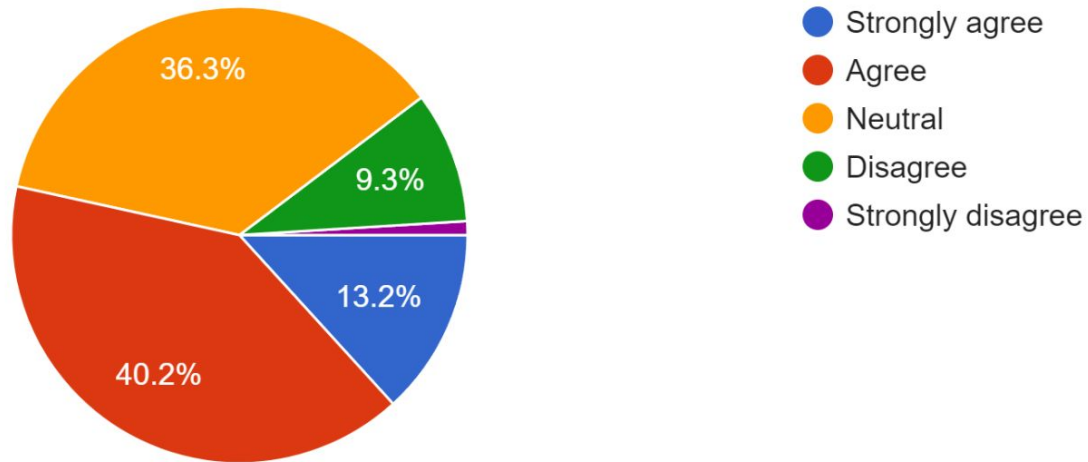
204 responses



## TB Parent Survey Results 2024/2025

Classes of the same subject area (examples: all Math 1 classes, all Chemistry classes, all English 11 classes, etc.) have consistent pacing, regardless of teacher.

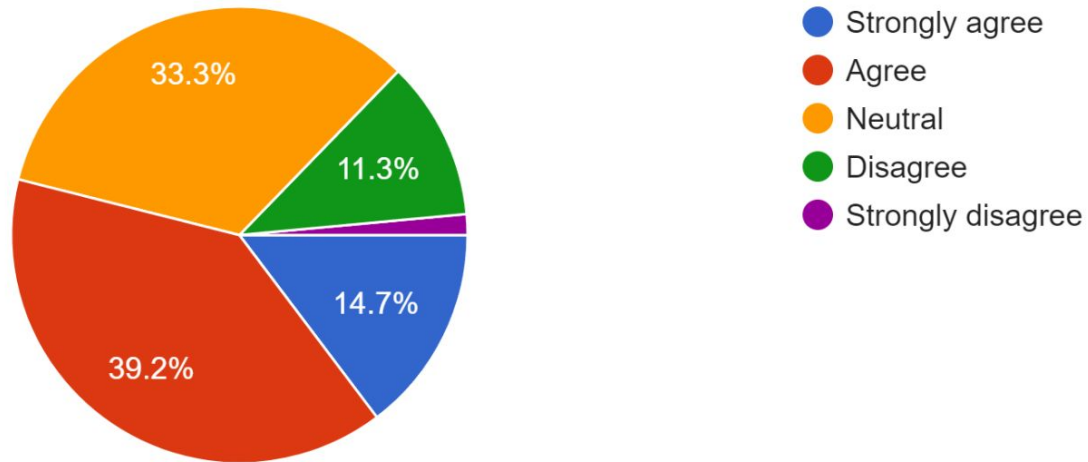
204 responses



## TB Parent Survey Results 2024/2025

Classes of the same subject area (examples: all Math 1 classes, all Chemistry classes, all English 11 classes, etc.) have a consistent grading standard, regardless of teacher.

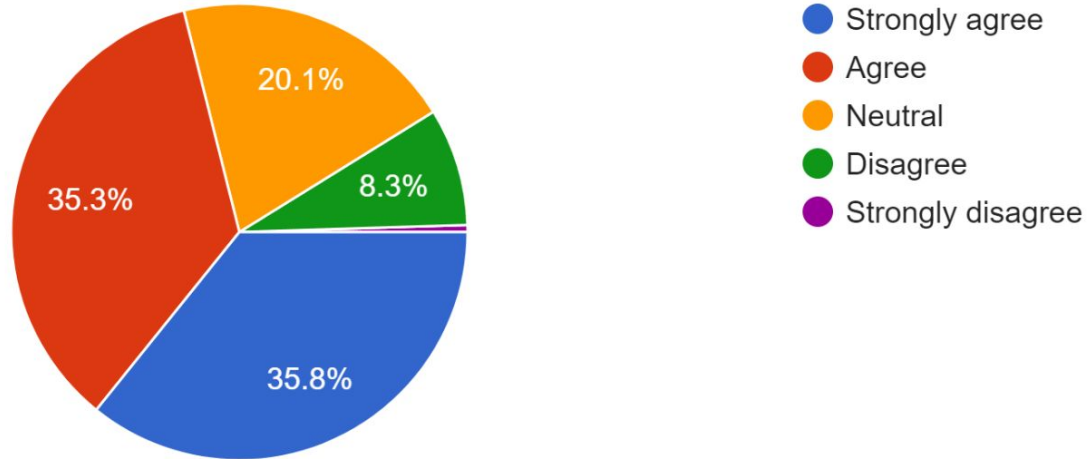
204 responses



## TB Parent Survey Results 2024/2025

I find FLEX helpful in achieving my students' educational goals.

204 responses

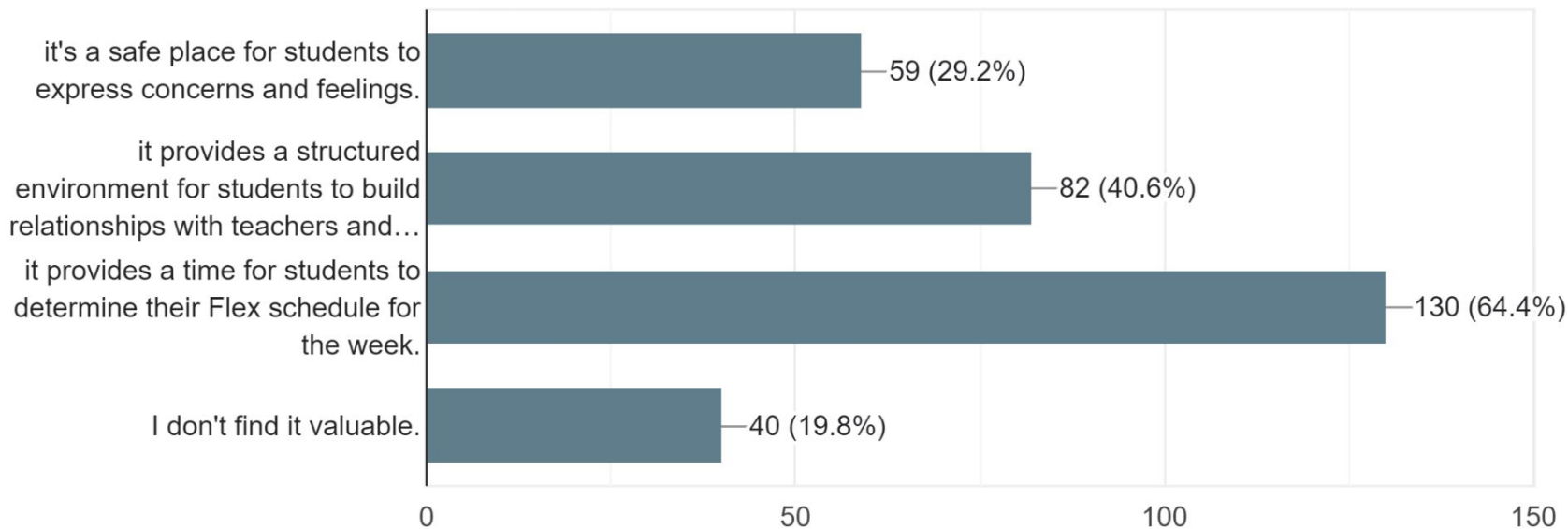




## TB Parent Survey Results 2024/2025

I find Advisory valuable because \_\_\_\_\_. Choose all that apply.

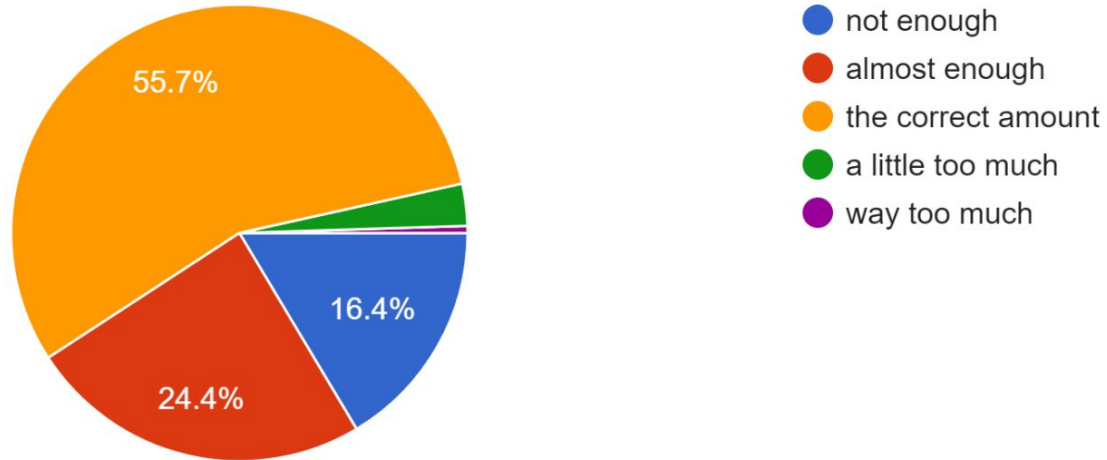
202 responses



# TB Parent Survey Results 2024/2025

TBHS parents have \_\_\_\_\_ influence on school decisions

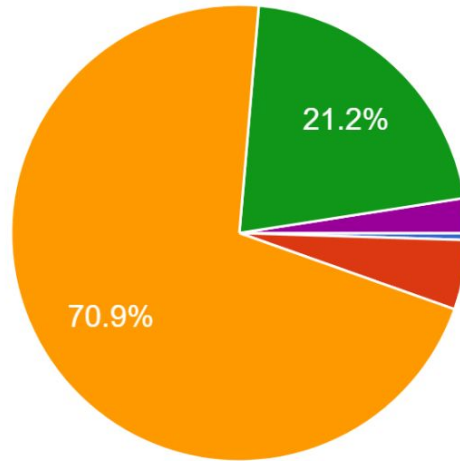
201 responses



## TB Parent Survey Results 2024/2025

The amount of work assigned to students is:

203 responses



- Not nearly enough to support student learning
- Not enough to support student learning
- The right amount to support student learning
- More than enough to support student learning.
- Way more than enough to support student learning.

# TB Parent Survey Results 2024/2025

The average amount of time my student spends on homework per night is:

203 responses

