

# **Comprehensive School Safety Plan**

**SCHOOL:** Willis Jepson Middle School

**County-District School (CDS) Code:** 48705736060180

**Principal:** Kelley C. Birch

**Date of this revision:** March 8, 2013

**School Site Council Approval Date:** March 11, 2013

**Board Policies and Administrative Regulations referenced in this plan are available on the Vacaville Unified School District website: <http://www.vacavilleusd.org>**

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**Section 1 - Site Council**

**Safety Committee Members (add columns as needed)**

Names of Members	Administrator	Certificate staff	Other School Staff	Parent or Community Member / Other /	Secondary Student
KELLEY BIRCH	X				
KEN RATTI	X				
JANET MOTTA			X		
MICHELLE NEITZ				X	
TRACY WALDROP		X			
JUNIOR DELGADO			X		
Numbers of members in each category	2	1	2	1	0

\*\*\*Scan in Signed Assurance Page

\*\*\*\*The site had / has no Site Council funding mechanism for the 2012-13 and 2013-14 school years.

**School Site Council Minutes**  
**Monday, September 17, 2012**

1. In attendance: Kelley Birch, Janet Motta, Kathleen Neitz, Jeanine Thiessen and Ken Ratti.
2. Welcome – Kelley Birch.
3. Role of SSC - Kelley Birch.
4. **Budget for school year – due to lack of funds there is no budget for this school year – Kelley Birch.**
5. Dates of remaining meetings.
6. API scores will be presented during the October meeting.
7. Parent participation; Kelley advertised twice for parent participation. She will advertise again in the October newsletter. Need 3 parents.
8. Email Jeanine SSC dates.
9. In October and November will be looking at goals and dates.
10. EIA funds – approximately \$10,000.
11. \$10,000 is used for Professional development with Amy Ditton. Last year we had twice as much.
12. No site based monies – SIP.
13. Kelley revised the Single Plan for Student Achievement.
14. STAR, CELDT, API walked through data.
15. Ken – February School Safety Plan.
16. Kelley will try to bring in information from ELAC.
17. Meeting next time will consist of looking over API.

**Willis Jepson Middle School Safety meeting**  
**February January 15, 2013**

The meeting took place from 9am to 10am on Tuesday January 15, 2013. The meeting was an open forum meeting of the Safety Committee to begin the process of review the WJMS safety plan for any modifications and or updates for the 2013-2014 school year.

Discussion of the following took place: Refine/more specific secretarial duties during an emergency event; review of current emergency procedures, and review of current goals (write new? keep the same? modify?). It was brought up that not all doors can be locked from the inside. It was decided that the Assistant Principal would conduct an inspection of all doors that need corrective action.

Meeting adjourned at 9:58 a.m.

**Executive Summary  
of the Willis Jepson Middle School Safety meeting  
February 12, 2013**

The Meeting took place from 6pm to 7pm on Tuesday, February 12, 2103. The meeting was open to all WJMS community members and staff and was advertised seven days on the school website and the school list serve of names.

Topics that were shared were: District Post Traumatic Event Crisis Team Protocol, WJMS Emergency Response Team protocol, WJMS Web Emergency Preparedness information, WJMS Command structure and duties, Hostile Intruder/lockdown procedures, Fire Drill procedures, Bomb Threat protocol, Disaster/Earthquake protocols.

In addition, a survey of safety and violence activity sheet about WJMS was given to each participant. The overarching feeling of District safety (on a scale of 1-10, 1 being low) was rated as a 7 and WJMS safety rated at an 8+. The responses centered on how can you possibly secure a large campus with multiple entrances; conclusion—there may be no fail proof system given a determined person who wants to cause damage.

While attendance was poor (eight total including the Principal and Assistant Principal) the attendees appreciated the information presented and most were aware of the type of drills WJMS conducts monthly. Other questions/comments were:

- 1) when was the last time the District conducted an all school safety review
- 2) in general, more nursing services at schools and or campus supervisors
- 3) should doors to classrooms be locked at all times...practical?
- 4) Physical/personnel improvements involve monetary resources
- 5) overall feeling of WJMS is 8+

As a school the top two high-impact activities to improve school level safety are practice drills and publication of most emergency response protocols on the school website.

As a District the top two high-impact activities to improve District safety are an all schools safety assessment and easily found resources and protocols found on the District website.

Meeting concluded at 6:50 p.m.

**School Site Council Meeting  
March 11, 2013  
3:00PM – 4:00PM**

1. Attendance: Kelley Birch, Ken Ratti, Michelle Neitz, Jeanine Thiessen and Janet Motta
2. Reviewed and approved School Safety Plan. Approved 5 – 0.

## Section 2 - SARC

# ***Executive Summary School Accountability Report Card, 2011-12***

## ***For Willis Jepson Middle***

**Address:** 580 Elder St., Vacaville, CA, 95688-2531

**Phone:** (707) 453-6280

**Principal:** Kelley Birch, Principal

**Grade Span:** 7-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

Willis Jepson Middle School is located 32 miles west of Sacramento nestled in the foothills between the delta region of the Sacramento River and the San Francisco Bay. The 54-year old school serves 959 students in the seventh and eighth grade that are living north of I-80 and west of I-505. Willis Jepson is surrounded by an established residential area and is home to a California native oak restoration project. The staff of Willis Jepson is deeply committed to meeting the academic and social needs of all students.

Willis Jepson Middle School's mission statement is: Through a partnership of students, families, staff, and unity, is to ensure that every student has the skills to build a strong social and academic foundation, in order to continue on into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by dedicated, nurturing staff.

# Student Enrollment

## Group

## Enrollment

<b>Number of students</b>	970
<b>Black or African American</b>	7.4%
<b>American Indian or Alaska Native</b>	1.2%
<b>Asian</b>	3.2%
<b>Filipino</b>	2.9%
<b>Hispanic or Latino</b>	28.5%
<b>Native Hawaiian or Pacific Islander</b>	1.0%
<b>White</b>	55.1%
<b>Two or More Races</b>	0.3%
<b>Socioeconomically Disadvantaged</b>	37.8%
<b>English Learners</b>	14.7%
<b>Students with Disabilities</b>	9.8%



## Teachers

Indicator	Teachers
Teachers with full credential	LEA Provided
Teachers without full credential	LEA Provided
Teachers Teaching Outside Subject Area of Competence	LEA Provided
Misassignments of Teachers of English Learners	LEA Provided
Total Teacher Misassignments	LEA Provided

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	57%
Mathematics	41%
Science	68%
History-Social Science	57%

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
-----------	--------

**2011 Growth API Score (from 2011 Growth API Report)** 778

**Statewide Rank (from 2010 Base API Report)** 5

**Met All 2011 AYP Requirements** no

**Number of AYP Criteria Met Out of the Total Number of Criteria Possible** Met 13 of 21

### **2011–12 Program Improvement Status (PI Year)**

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## **School Facilities**

### **Summary of Most Recent Site Inspection**

**Narrative provided by the LEA.**

### **Repairs Needed**

**Narrative provided by the LEA.**

### **Corrective Actions Taken or Planned**

**Narrative provided by the LEA.**

## **Curriculum and Instructional Materials**

### **Core Curriculum Area**

### **Pupils Who Lack Textbooks and Instructional Materials**

**Reading/Language Arts** LEA Provided

**Mathematics** LEA Provided

<b>Science</b>	LEA Provided
<b>History-Social Science</b>	LEA Provided
<b>Foreign Language</b>	LEA Provided
<b>Health</b>	LEA Provided
<b>Visual and Performing Arts</b>	LEA Provided
<b>Science Laboratory Equipment (grades 9-12)</b>	LEA Provided

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
<b>School Site</b>	LEA Provided
<b>District</b>	LEA Provided
<b>State</b>	\$5,455

## School Completion

Indicator	Result
<b>Graduation Rate (if applicable)</b>	

## Postsecondary Preparation

Measure	Percent
---------	---------

**Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma**

LEA Provided

**Graduates Who Completed All Courses Required for University of California or California State University Admission**

0.0%

# **School Accountability Report Card**

## ***Reported Using Data from the 2011-12 School Year***

*Published During 2012-13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## ***I. Data and Access***

### **Ed-Data Partnership Web Site**

Ed-Data *is a partnership of the* CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## ***II. About This School***

### **Contact Information (School Year 2011–12)**

<b>School</b>		<b>District</b>	
<b>School Name</b>	Willis Jepson Middle	<b>District Name</b>	Vacaville Unified
<b>Street</b>	580 Elder St.	<b>Phone Number</b>	(707) 453-6117
<b>City, State, Zip</b>	Vacaville, CA, 95688-2531	<b>Web Site</b>	www.vacavilleusd.org
<b>Phone Number</b>	(707) 453-6280	<b>Superintendent</b>	John Niederkorn
<b>Principal</b>	Kelley Birch, Principal	<b>E-mail Address</b>	jniederkorn@vacavilleusd.org
<b>E-mail Address</b>	<a href="mailto:kelleyb@vacavilleusd.org">kelleyb@vacavilleusd.org</a>	<b>CDS Code</b>	48705736060180

### **School Description and Mission Statement (School Year 2011-12)**

Willis Jepson Middle School's mission statement is: Through a partnership of students, families, staff, and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to move on into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by dedicated, nurturing staff.

### **Opportunities for Parental Involvement (School Year 2011-12)**

**The opportunities for involvement and support include: Parent Teacher Club, which includes dance chaperones, fundraising, and helping supervise school-wide activities; School Site Council, English Learner Advisory Committee, Music Boosters, School Safety Committee, 6th Grade Parent Orientation meetings and the Vacaville Public Education Foundation.**

**Narrative provided by LEA**

**Student Enrollment by Grade Level (School Year 2010–11)**

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0	<b>Grade 8</b>	486
<b>Grade 1</b>	0	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	0	<b>Grade 9</b>	0
<b>Grade 3</b>	0	<b>Grade 10</b>	0
<b>Grade 4</b>	0	<b>Grade 11</b>	0
<b>Grade 5</b>	0	<b>Grade 12</b>	0
<b>Grade 6</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	484	<b>Total Enrollment</b>	970

**Student Enrollment by Subgroup (School Year 2010–11)**

<b>Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	7.4%
<b>American Indian or Alaska Native</b>	1.2%
<b>Asian</b>	3.2%
<b>Filipino</b>	2.9%

<b>Hispanic or Latino</b>	28.5%
<b>Native Hawaiian or Pacific Islander</b>	1.0%
<b>White</b>	55.1%
<b>Two or More Races</b>	0.3%
<b>Socioeconomically Disadvantaged</b>	37.8%
<b>English Learners</b>	14.7%
<b>Students with Disabilities</b>	9.8%

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
<b>1</b>					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
<b>2</b>					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
<b>3</b>					LEA Provided	LEA Provided	LEA Provided	LEA Provided				
<b>4</b>					LEA Provided	LEA Provided	LEA Provided	LEA Provided				

5 LEA Provided LEA Provided LEA Provided LEA Provided

6 LEA Provided LEA Provided LEA Provided LEA Provided

Other LEA Provided LEA Provided LEA Provided LEA Provided

\* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
		<b>English</b>	24.3	21		18	7	LEA Provided		LEA Provided	LEA Provided	LEA Provided
<b>Mathematics</b>	24.3	18	21	4	LEA Provided	LEA Provided	LEA Provided	LEA Provided	25.9	9	18	10
<b>Science</b>	32.4	2	3	25	LEA Provided	LEA Provided	LEA Provided	LEA Provided	32.1	3	1	25
<b>Social Science</b>	32.3	2	4	24	LEA Provided	LEA Provided	LEA Provided	LEA Provided	31.1	4	7	19

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**III. School Climate**

**School Safety Plan (School Year 2011-12)**

Jepson Middle School has developed this safety plan to address the needs of the school and the students within the school. The safe school plan is a comprehensive document designed to prepare students, staff, and administration for extraordinary situations in which is supported continuously as district policy is modified or changed. The Willis Jepson Site Council delegated responsibility for the development and revision of its Safe School Plan to the Site Safety Committee. Members of the committee include parents, students, and staff. Meetings focus on the safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student’s resiliency skills.

Narrative provided by LEA



## Suspensions and Expulsions

**Rate\*      School 2008–09      School 2009–10      School 2010–11      District 2008–09      District 2009–10      District 2010–11**

### Suspensions

### Expulsions

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011–12)

**Narrative provided by the LEA.**

### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
<b>Interior:</b> Interior Surfaces	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
<b>Electrical:</b> Electrical	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided
<b>Safety:</b> Fire Safety, Hazardous Materials	LEA Provided	LEA Provided	LEA Provided	LEA Provided	LEA Provided

**Structural:** Structural Damage, Roofs

LEA Provided LEA Provided LEA Provided LEA Provided

**External:** Playground/School Grounds, Windows/  
Doors/Gates/Fences

LEA Provided LEA Provided LEA Provided LEA Provided

**Overall Rating**

LEA Provided LEA Provided LEA Provided LEA Provided

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
<b>With Full Credential</b>	48	LEA Provided	LEA Provided	LEA Provided
<b>Without Full Credential</b>	3	LEA Provided	LEA Provided	LEA Provided
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	LEA Provided	LEA Provided	LEA Provided	LEA Provided

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	LEA Provided	LEA Provided	LEA Provided
<b>Total Teacher Misassignments*</b>	LEA Provided	LEA Provided	LEA Provided

## Vacant Teacher Positions

LEA Provided LEA Provided LEA Provided

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
<b>This School</b>	87.73%	12.27%
<b>All Schools in District</b>	87.22%	12.78%
<b>High-Poverty Schools in District</b>	90.41%	9.59%
<b>Low-Poverty Schools in District</b>	85.74%	14.26%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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<b>Academic Counselor</b>	LEA Provided	LEA Provided
<b>Counselor (Social/Behavioral or Career Development)</b>	LEA Provided	
<b>Library Media Teacher (librarian)</b>	LEA Provided	
<b>Library Media Services Staff (paraprofessional)</b>	LEA Provided	
<b>Psychologist</b>	LEA Provided	
<b>Social Worker</b>	LEA Provided	
<b>Nurse</b>	LEA Provided	
<b>Speech/Language/Hearing Specialist</b>	LEA Provided	
<b>Resource Specialist (non-teaching)</b>	LEA Provided	
<b>Other</b>	LEA Provided	

Note: Cells shaded in black do not require data.

\* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

## ***VII. Curriculum and Instructional Materials***

### **Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)**

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

<b>Core Curriculum Area</b>	<b>Textbooks and instructional materials/year of adoption</b>	<b>From most recent adoption?</b>	<b>Percent students lacking own assigned copy</b>
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<b>Reading/Language Arts</b>	LEA Provided	LEA Provided	LEA Provided
<b>Mathematics</b>	LEA Provided	LEA Provided	LEA Provided
<b>Science</b>	LEA Provided	LEA Provided	LEA Provided
<b>History-Social Science</b>	LEA Provided	LEA Provided	LEA Provided
<b>Foreign Language</b>	LEA Provided	LEA Provided	LEA Provided
<b>Health</b>	LEA Provided	LEA Provided	LEA Provided
<b>Visual and Performing Arts</b>	LEA Provided	LEA Provided	LEA Provided
<b>Science Laboratory Equipment (grades 9-12)</b>	LEA Provided	LEA Provided	LEA Provided

## ***VIII. School Finances***

### **Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental / Restricted)</b>	<b>Expenditures Per Pupil (Basic / Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	LEA Provided	LEA Provided	LEA Provided	LEA Provided
<b>District</b>			LEA Provided	\$61,644
<b>Percent Difference – School Site and District</b>			LEA Provided	LEA Provided

<b>State</b>	\$5,455	\$67,667
<b>Percent Difference – School Site and State</b>	LEA Provided	LEA Provided

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

**Types of Services Funded (Fiscal Year 2010–11)**

**Narrative provided by the LEA.**

**Teacher and Administrative Salaries (Fiscal Year 2009–10)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$35,980	\$41,035
<b>Mid-Range Teacher Salary</b>	\$57,757	\$65,412
<b>Highest Teacher Salary</b>	\$81,324	\$84,837
<b>Average Principal Salary (Elementary)</b>	\$96,731	\$106,217
<b>Average Principal Salary (Middle)</b>	\$103,647	\$111,763
<b>Average Principal Salary (High)</b>	\$106,485	\$121,538

<b>Superintendent Salary</b>	\$194,117	\$197,275
<b>Percent of Budget for Teacher Salaries</b>	42.00%	39.00%
<b>Percent of Budget for Administrative Salaries</b>	6.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## ***IX. Student Performance***

### **Standardized Testing and Reporting Program**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

### Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
<b>English-Language Arts</b>	50%	56%	57%	53%	54%	54%	49%	52%	54%
<b>Mathematics</b>	38%	38%	41%	44%	45%	47%	46%	48%	50%
<b>Science</b>	58%	59%	68%	51%	52%	53%	50%	54%	57%
<b>History-Social Science</b>	40%	48%	57%	43%	45%	48%	41%	44%	48%

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

### Percent of Students Scoring at Proficient or Advanced

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
<b>All Students in the LEA</b>	54%	47%	53%	48%
<b>All Students at the School</b>	57%	41%	68%	57%
<b>Male</b>	51%	41%	72%	60%
<b>Female</b>	62%	41%	63%	54%



<b>Black or African American</b>	41%	34%	43%	31%
<b>American Indian or Alaska Native</b>	50%	33%	0%	0%
<b>Asian</b>	67%	52%	100%	86%
<b>Filipino</b>	64%	43%	65%	53%
<b>Hispanic or Latino</b>	38%	27%	45%	38%
<b>Native Hawaiian or Pacific Islander</b>	0%	0%	0%	0%
<b>White</b>	68%	49%	80%	68%
<b>Two or More Races</b>	0%	0%	0%	0%
<b>Socioeconomically Disadvantaged</b>	37%	26%	49%	36%
<b>English Learners</b>	4%	10%	3%	6%
<b>Students with Disabilities</b>	11%	18%	30%	13%
<b>Students Receiving Migrant Education Services</b>	0%	0%	0%	0%

Note: **Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

### **California High School Exit Examination**

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

**California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)**

**Percent of Students Scoring at Proficient or Advanced**

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>			61%	60%	63%	52%	54%	59%	
<b>Mathematics</b>			60%	57%	61%	53%	54%	56%	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students in the LEA</b>	37%	27%	36%	39%	41%	20%
<b>All Students at the School</b>						
<b>Male</b>						
<b>Female</b>						
<b>Black or African American</b>						
<b>American Indian or Alaska Native</b>						

**Asian**

**Filipino**

**Hispanic or Latino**

**Native Hawaiian or Pacific  
Islander**

**White**

**Two or More Races**

**Socioeconomically  
Disadvantaged**

**English Learners**

**Students with Disabilities**

**Students Receiving Migrant  
Education Services**

**Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.**

## California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	23.30%	22.30%	22.50%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
----------	------	------	------

<b>Statewide</b>	6	5	5
<b>Similar Schools</b>	5	3	2

**Academic Performance Index Growth by Student Group – Three-Year Comparison**

<b>Group</b>	<b>Actual API Change 2008–09</b>	<b>Actual API Change 2009–10</b>	<b>Actual API Change 2010–11</b>
<b>All Students at the School</b>	-6	14	16
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>			
<b>Filipino</b>			
<b>Hispanic or Latino</b>	19	47	5
<b>Native Hawaiian or Pacific Islander</b>			
<b>White</b>	-10	7	16
<b>Two or More Races</b>	N/D		
<b>Socioeconomically Disadvantaged</b>	0	30	25
<b>English Learners</b>		39	15
<b>Students with Disabilities</b>	25		

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
<b>All Students at the School</b>	913	778	9,102	778	4,683,676	778
<b>Black or African American</b>	67	678	782	714	317,856	696
<b>American Indian or Alaska Native</b>	12	671	88	701	33,774	733
<b>Asian</b>	30	842	257	855	398,869	898
<b>Filipino</b>	26	825	284	839	123,245	859
<b>Hispanic or Latino</b>	257	696	2,681	710	2,406,749	729
<b>Native Hawaiian or Pacific Islander</b>	9		102	786	26,953	764
<b>White</b>	506	827	4,702	819	1,258,831	845
<b>Two or More Races</b>	3		145	781	76,766	836
<b>Socioeconomically Disadvantaged</b>	338	680	3,694	708	2,731,843	726
<b>English Learners</b>	132	611	1,355	654	1,521,844	707

**Students with Disabilities**

97

466

1,014

568

521,815

595

**Adequate Yearly Progress**

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)**

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	No

## **Federal Intervention Program (School Year 2011–12)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>		4
<b>Percent of Schools Currently in Program Improvement</b>		22.2%

Note: Cells shaded in black do not require data.

## ***XI. School Completion and Postsecondary Preparation***

### **Admission Requirements for California's Public Universities**

#### **University of California**

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### **California State University**

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school



Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Dropout Rate (1-year)</b>	0.0	0.0	0.0	3.6	5.0	4.5	4.9	5.7	4.6
<b>Graduation Rate</b>				83.30	82.87	83.61	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
<b>All Students</b>	LEA Provided	LEA Provided	N/D
<b>Black or African American</b>	LEA Provided	LEA Provided	N/D
<b>American Indian or Alaska Native</b>	LEA Provided	LEA Provided	N/D
<b>Asian</b>	LEA Provided	LEA Provided	N/D
<b>Filipino</b>	LEA Provided	LEA Provided	N/D

<b>Hispanic or Latino</b>	LEA Provided	LEA Provided	N/D
<b>Native Hawaiian or Pacific Islander</b>	LEA Provided	LEA Provided	N/D
<b>White</b>	LEA Provided	LEA Provided	N/D
<b>Two or More Races</b>	LEA Provided	LEA Provided	N/D
<b>Socioeconomically Disadvantaged</b>	LEA Provided	LEA Provided	N/D
<b>English Learners</b>	LEA Provided	LEA Provided	N/D
<b>Students with Disabilities</b>	LEA Provided	LEA Provided	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### **Career Technical Education Programs (School Year 2010–11)**

**Willis Jepson offers courses aligned to the CTE path in Foods and Nutrition, Metals 1 and 2, Drafting 1 and 2, Computers, and Video Design and Production.**

Narrative provided by LEA

### **Career Technical Education Participation (School Year 2011-12)**

<b>Measure</b>	<b>CTE Program Participation</b>
<b>Number of pupils participating in CTE</b>	LEA Provided
<b>Percent of pupils completing a CTE program and earning a high school diploma</b>	LEA Provided
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	LEA Provided

**Courses for University of California and/or California State University Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
<b>2010-11 Students Enrolled in Courses Required for UC/CSU Admission</b>	0.6%
<b>2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	0.0%

**Advanced Placement Courses (School Year 2010–11)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
<b>Computer Science</b>		
<b>English</b>		
<b>Fine and Performing Arts</b>		
<b>Foreign Language</b>		
<b>Mathematics</b>		
<b>Science</b>		
<b>Social Science</b>		
<b>All courses</b>		

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) and Title II of the No Child Left Behind Act are the primary funding sources. BTSA is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. SB 472 funds have been utilized to train many VUSD teachers in the areas of reading and mathematics. Elementary principals have received training in reading due to an AB 430 grant. Other areas of professional development include: Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, family life training, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district CAMP committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, student achievement data, input from BTSA and staff surveys. All teachers participate in site-based professional development via collaborative planning time once per week. This time is utilized to discuss topics related to student achievement. Instructional assistants who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email. Professional development opportunities take place during summer, on release time, after school, evenings and weekends Sites may use decentralized funds for professional development specific to their site as part of their single plan.

Certificated staff members meet weekly in collaborative grade level teams to focus on student achievement. The agenda for these weekly meeting focus on the four essential questions:

- What is it that our students need to learn?
- How we will we assess if they have learned the content?
- What will we do to provide extra support for those who have learned the content?
- What enrichment can we provide for those who have learned the content?

### **Section 3 - District Strategic Plan (See Appendix)**

### **Section 4 - Site Strategic Plan (See Appendix)**

## **Section 5 - School Profile /Mission Statement**

Willis Jepson Middle School is located 32 miles west of Sacramento nestled in the foothills between the delta region of the Sacramento River and the San Francisco Bay. The 51-year old school serves 950 students in the seventh and eighth grade that are living north of I-80 and west of I-505. Willis Jepson is surrounded by an established residential area and is home to a California native oak restoration project. The staff of Willis Jepson is deeply committed to meeting the academic and social needs of all students.

Willis Jepson Middle School's mission statement is: Through a partnership of students, families, staff, and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to move on into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by dedicated, nurturing staff.

We, the staff of Willis Jepson Middle School, believe that our responsibility to our students may best be realized by:

- \*Providing a safe, orderly, and student-centered school culture.

- \*Encouraging a cooperative and supportive educational partnership among students, staff, parents, and the community.

- \*Promoting appropriate mental and physical growth by encouraging respect for self and others, recognizing the importance of self-esteem and the significance of both curricular and extra curricular activities.

- \*Providing a wide range of positive opportunities which promote, celebrate, and recognize students, staff, and parents.

## **Section 6 - Site Comprehensive Safety Plan Components**

### **Introduction**

Jepson Middle School has developed this safety plan to address the needs of the school and the students within the school. The safe school plan is a comprehensive document designed to prepare students, staff, and administration for extraordinary situations in which is supported continuously as district policy is modified or changed. The Willis Jepson Site Council delegated responsibility for the development and revision of its Safe School Plan to the Site Safety Committee. Members of the committee include parents, students, and staff. Meetings focus on the safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student's resiliency skills.

### **Comprehensive School Safety Plan**

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. (EC 32280)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations.

### **Board Policy 0450 Comprehensive Safety Plan**

#### **Philosophy, Goals, Objectives and Comprehensive Plans**

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

**Public Access to Safety Plan(s)**

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

**Tactical Response Plan**

When reviewing the tactical response plan portion, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

**Needs assessment of current status of school safety on campus and at school-related functions**

# MEMO

**To:** Kelley Birch, Principal, Willis Jepson Middle School

**From:** Ken Ratti, Assistant Principal, Willis Jepson Middle School

**Date:** January 31, 2013

**Re:** Doors at Willis Jepson that CANNOT be locked from the inside of the room

Upon completion of an inspection of all the doors on the Willis Jepson Middle School campus the following is a list of doors, 42 total, (and # of doors of that classroom) that **cannot** be key locked from the inside of the classroom or building.

- |                                 |   |
|---------------------------------|---|
| B8=1                            | I45=1                                   |
| B9=2                            | I46=1                                   |
| B10=2                           |   |
|                                 | J47= (main and inner)                   |
| C11=1 (hallway door)            | J48= (main, inner, and all outer doors) |
| C12=1 (hallway door)            | Library (3 main doors)                  |
| C13=2                           | Locker rooms=2 (great hall doors)       |
| C14=2                           |   |
|                                 | MP room=6 (interior doors)              |
| D15=2 (interior and rear door)  |   |
| D16=2 (interior and rear door)  | Staff Lounge=1                          |
|                                 |   |
| GYM=4 (blacktop doors)          | Weight room=1 (great hall)              |
|                                 |   |
| H39=1 (interior classroom door) |   |
| H40=1 (interior classroom door) |   |
| H41=2 (main & inner door)       |   |

## **Shared school vision**

**The mission of Willis Jepson Middle School, through a partnership of students, families, staff, and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to transition into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by a dedicated, nurturing staff.**

## **Strategies to address data from the Needs Assessment**

The School Site Council/School Safety Committee has analyzed the **needs assessment of current status of school safety on campus and at school-related functions.** The following Safe School Plan has been developed to address the data from the site needs assessment.

## **School goals, objectives and other action plans**

All students will show an increase of at least one performance level and once proficient maintain either proficient or advanced status on the CST. Our long range goal is to have all students proficient or above in Language Arts by 2014.

All students will show an increase of at least one performance level and once proficient maintain either proficient or advanced status on the CST. Our long range goal is to have all students proficient or above in Mathematics by 2014.

All English Learners will improve on the CELDT one level overall and within one year of reaching level 4 or 5 100% of students will be re-designated

All Special Education students will improve by one proficiency level and once proficient begin the process of exiting special education.

All students are entitled to a safe and healthy learning environment.

All teachers will teach students how to use the Jaguar Planner during the first full week of school. Refresher lessons of expected student behaviors will be conducted throughout the school year so as to inform and remind the student body of WJMS's academic and behavioral expectations.

Continue professional development, and staff support, and classroom management and procedures in an on-going effort to reduce the number of student referrals, classroom and school suspensions in order to increase student "seat" time.

## **Strategies:**

Staff development on classroom management and effective teaching of middle school students.

Provide student training through a scheduled series of practice drills, video(s) and class discussion(s) regarding school rules.

Compassionate, but consistent enforcement of school policies.

Include information on student behavior expectations in newsletters.

Reward good behavior through PAR slips, gift certificates, positive phone calls, etc.

Provide a well communicated disaster plan to all school personnel and community.

## **Campus Security strategies**

Noontime campus Supervisors, teacher duty schedules, after-school event duty schedule. Custodian (s) training for emergency situation, annual review of safety / security protocols.

### **Additional Strategies**

Prepare and update as needed the Crisis Management and Crisis Communication plan.

Activate Traumatic Event Site Crises Response Team as needed, i.e., Principal, Asst. Principal, Counselors, Psychologist, ESC personnel, and members of the school MSAP and SST teams.

Update and provide a phone tree for all staff members. Utilize Global Connect automated phone system as necessary. Update school website with important information for community reference.

Provide for community input of school safety.

### **Assessment of the school's physical environment (Summary of Most Recent Site Inspection)**

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

#### Repairs Needed

No repairs are needed.

#### Corrective Actions Taken or Planned

No corrective action taken or planned.

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

#### Age of School Buildings

Jepson Middle School has 39 permanent, and 2 portable classrooms, a multipurpose room, a library, and an administration building. The main campus was originally built in 1960, 1968 and 1979, and was modernized under using State School Facilities Program and local Measure V general obligation funding in 2002/03. In 2001/02, new modular buildings housing computer and science labs, teacher workroom and restrooms were completed. Portable classrooms have been added over the years to accommodate growth.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### Cleaning Process and Schedule

The district follows cleaning standards for all schools in the district. A summary of these standards is available at the Maintenance Department at 353 Brown Street, Vacaville, CA, 95688. The Custodial Supervisor works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.



### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011/12 school year the District exercised the option provided by the State to use all funding earmarked for Deferred Maintenance to meet General Fund obligations. The District still has an established Deferred Maintenance Fund but this fund is reserved to address emergency repairs.

### Deferred Maintenance Projects (if applicable)

No Deferred Maintenance Projects were completed during this year.

### Recent Deferred Maintenance Projects:

During the 2008/09 school year, the District completed a project to replace asphalt paving and install new site drainage. This was completed at a total project cost of \$121,718.

For the 2007-08 school year, the district's governing board approved deferred maintenance projects for this school that will result in new asphalt paving at this school. The district's complete deferred maintenance plan is available at the Educational Services Center at 401 Nut Tree Road, and at the Maintenance Department Office, at 353 Brown Street. Modernization Projects (if applicable) In 2002/03, the school underwent a major renovation project using Measure V local general obligation bond and State School Facilities Program funding. The scope of the work included: Install heating, air conditioning and ventilation system; install increased electrical service capacity and add new outlets in classrooms; improve disabled accessibility; provide energy-efficient lighting in classrooms and hallways; install exterior lighting for improved safety; improve teacher workroom; improve student counseling area; upgrade door handles for student and teacher safety; renovate classroom interiors including tackable walls, new flooring, new ceiling tiles and marker-boards; install new telephone system in classrooms for security; install upgraded fire alarm, intercom and clock system; add and repair storage cabinets in classrooms; improve site drainage, student traffic area surfaces and landscaping; install fire safety system for security.

### New School Construction Projects (if applicable)

In 2001/02, new modular permanent buildings were constructed, including new computer labs, new science labs, teacher workroom/break room and restrooms.

### **Procedures for receiving verification from law enforcement**

Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 are addressed in Vacaville Unified School District policies 5432-5480.

### **Prevention of peer violence/Conflict Resolution/Mediation**

Willis Jepson prides itself in having a nurturing, caring learning environment with a staff that is sensitive to its learner's needs. The following list is representative of some of the many prevention, intervention and corrective strategies that we use to make our school a caring and safe community.

#### School Programs/Clubs:

- Homework Club
- After School Sports
- Yearbook Club
- Chess Club
- Robotics

Buddy/New student systems:

- 7<sup>th</sup> grade counseling meetings
- New Student Orientation
- 6<sup>th</sup> Grade Orientation

Character and Citizenship Education:

- Student Council
- Club Live
- Conflict Managers
- Peer Assistants
- Environmental Club
- Academic recognition awards/ assemblies
- Honor society
- GOTCHA

Safety & Discipline Policies/School-Community Policing:

- Safety Committee
- On-site Police Officer (SRO) and Youth Service counseling
- Conflict Management Program & Peer assistance
- No Bully Program Training for Counselors and Admin.
- Hands Off Policy

Developmental Resources:

- Instructional strategies that foster curiosity, exploration, creativity, and the development of social skills.
- 7<sup>th</sup> Grade Teams
- 8<sup>th</sup> grade Teams
- SIOP (EL language) training

Languages:

- English Language Learner classes
- Teachers trained in Guided Language Acquisition Development (GLAD)
- Multiple teachers and a bilingual instructional assistant have attended ELD training

Staff Development:

- Instructional Leadership committee
- On-going PLC, ELD, and language techniques for development and training

Clear and consistent attendance policies and consequences

**ATODV Programs.**

**Parent Support**

**Raising a Middle School Student**

**Teen Central:**

<http://www.teencentral.net/>

**Talking with kids about tough issues:**

[http://www.childrennow.org/index.php/learn/twk\\_drugs](http://www.childrennow.org/index.php/learn/twk_drugs)

**PBS for parents:**

<http://www.pbs.org/parents/>

**Nutrition**

<http://www.choosemyplate.gov/kids/index.html>

**How to succeed in Middle School**

[http://www.ehow.com/how\\_2050301\\_succeed-middle-school.html](http://www.ehow.com/how_2050301_succeed-middle-school.html)

**Alateen**

<http://www.al-anon.alateen.org/>

**Drug Use in teens – parent information**

<http://www.theantidrug.com/>

**TECHNOLOGY SAFETY – GUIDES for PARENTS**

**Stop text bullying – Information for parents:**

<http://www.bnetsavvy.org/wp/>

**Internet Safety for Parents:**

<http://www.stoptextbully.com/>

**Common Sense Media for parents:**

<http://www.al-anon.alateen.org/>

**NO BULLY websites**

**No Bully Website:**

<http://www.nobully.com/>

**Community Partnership/Interventions and referrals:**

- Parenting Class in both Spanish and English
- Police Activities League
- Family Resource Center
- Boys Club of America
- Youth Services Counselors
- Youth Services “Reach” program

Attendance Improvement Strategies:

- Positive recognition for good attendance
- Parent meetings conducted by Dean (Intervention teacher on special assignment)
- SARB / DA Mediation hearings
- Home visits

**RtI<sup>2</sup> pyramid interventions**

See appendix

**Collaborative relationships.**

Vacaville Police personnel, a WJMS administrator, and other school district personnel meet monthly as part of a Gang Task Force committee that addresses gang, graffiti, and safety issues that all schools and the community may have in common. A multi-disciplinary team comprised of representatives from the school district, WJMS the police department, and probation officers meets monthly to discuss students of mutual concern.

**Professional Development**

- Instructional Leadership committee
- On-going PLC, ELD, and language techniques for development and training
- Education of students, staff and parents/guardian about bullying through:
  - Use / contact with community resources,
  - VPD information
- Review and presentation of executive summary of Safety Plan
- Safety staff development for new staff / faculty members
- Practicing / Implementing a Safe School Plan

**Child Abuse Prevention /Reporting**

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Child abuse reporting procedures used by mandated reporters are consistent with Vacaville Unified School District policy 4197 and administrative regulation 4197AR. School personnel are trained annually on these procedures by administrators/nurse.

**Discipline Policies and Practices**

**School Discipline: Rules and Procedures**

Discipline is essential to provide an opportunity for the most effective learning of each student. Administrators at the site level are charged with providing a common and consistent philosophy of discipline. A copy of rules and consequences for misbehavior are sent home to parents each year. Discipline guidelines are reviewed periodically as needed through student discussions, video tips on the morning news and written daily bulletins.

**SCHOOL RULES & GUIDELINES**

Rules and regulations are necessary for any large group of people to function adequately. The following represents those rules which are felt necessary to ensure the respect for the rights and property of others, and the safety for all. These rules should be read and understood by everyone, and they should be fairly and firmly enforced by the staff. School-wide Rules are visibly posted in classrooms.

### **School-Wide Rules**

1. Students will respect self, others and property.
2. Students will be in their seats, quiet and ready to work when the bell rings.
3. Students will follow all directions and rules.
4. Students will bring only required materials to class and do all assignments.

### **School Wide Behavior**

**Student Truancies:** The following are considered truancies:

1. Being absent from school without the knowledge and consent of a parent.
2. Leaving the school grounds during the day without permission.
3. Staying out of class without permission.

**TARDY POLICY** – A student is considered tardy any time they are not in their assigned seat when the bell rings.

1. When a student is tardy the first time in a quarter, his teacher will discuss the importance of promptness.
2. The second time a student is tardy; he/she may be issued a teacher detention.
3. The third time a student is tardy, they may be issued teacher detention and parents will be called.
4. The fourth and subsequent times a student is tardy, he/she will have a referral sent to the office.
5. **Excessive tardiness may result in loss of locker**, lunch detention and/or Saturday School.

**HALL PASSES** - Students are not permitted in the halls during class periods unless they are accompanied by a staff member or have a hall pass from an authorized faculty/staff member. Hall passes are to be issued only on a minimal basis.

### **Closed Campus**

Willis Jepson is a closed campus school. Students may not leave during the day, and parents must check students out in the office before leaving school during school hours. After school, students may not leave campus and then return for extracurricular activities or to be picked up. Students must stay on campus until they are picked up.

**Visiting Campus: All visitors to the school must check in at the office**, sign in and obtain a visitor's nametag. Visits to classrooms should be pre-arranged with the teacher with at least a 24-hour notice.

### **Cell Phones**

**Willis Jepson Middle School will NOT be financially responsible for lost, damaged, or stolen phones. Phones should be clearly marked with student's name. Phones must remain OFF and concealed during school hours**, including field trips, and when students are on school buses. **Phones** are to be turned **OFF and hidden from sight. Phones may not be used on campus until school ends at 2:45 p.m./1:37 p.m./12:38 p.m.** depending on the daily schedule. If a parent needs to contact you during the school day, they may call the main school number to have a message delivered to you. **If you need to make a call during the school day, come into the school office and ask permission to use an office phone.**

**DO NOT take photos/video** with your camera phone on campus. IF.....your cell phone rings during class, it will be confiscated by the teacher and the phone brought to the office. An administrator will assign you a consequence and will contact your parent to come to school and retrieve your phone. **If you harass, threaten, or bully another student via cell phone, discipline will occur and the school resource police officer may be contacted.** Repeated violations of the cell phone policy may result in additional consequences.

**OUR STUDENTS... YOU** are under the authority of the school from the instant you arrive at Jepson. You must remain on campus unless you are signed out by a parent/guardian. School rules are **in effect** once you arrive at Jepson until you leave campus at the end of the scheduled day. Harassment (verbal or physical) of a student on the way to or on the way home from school or on a school bus may also fall under school rules/discipline.

Hot Wheels – Skateboards (or long boards), scooters, roller skates, rollerblades, roller shoes, wheelies, heelies, or motorized bikes are **NOT allowed on campus** for safety reasons.

### **Bicycle, Skateboards, and Scooters**

All bicyclists must walk their equipment while on campus. This includes the blacktop areas and the front of the school. State law mandates that bicyclists under the age of 18 must wear helmets. Bicycles must be locked securely in the bike racks provided. **Skateboards and scooters must have the capability of being locked up in the bike rack otherwise they are not allowed on campus for safety and storage reasons.** *WJMS staff is not responsible for storing any transportation devices.*



### **ANTI-BULLYING ZONE**

**Jepson is committed to providing a caring, friendly and safe environment for all of our students so they may learn in a relaxed and secure atmosphere.** Harassment, physically or mentally, are not acceptable behavior standards and will NOT be tolerated!

**“Tunes” on Campus: iPods, MP3 players, and other listening devices are NOT to be used during school hours.** They may be used after the final bell rings at the end of the school day.

- Your iPod and ear buds must be turned OFF, put away, and out of sight during the entire school day.
- **Lunch time use is NOT allowed.** Use your lunch period to socialize with peers.
- Students who choose to disobey this policy will have their device confiscated and can only be picked up in the office at the end of the day. Additional incidences will result in increased levels of disciplinary action and a parent will need to come to school to pick up the player.

**\*\*\*\*\*WJMS is NOT financially responsible for lost, mis-placed, stolen, or broken phones/iPods, or touch screen players. \*\*\*\*\***

### **Behavioral Consequences**

At Willis Jepson Middle School, we are working together to provide a positive and safe learning environment by respecting others, our work, property and ourselves. We realize that the parent has a great responsibility in the area of discipline, and we will keep you informed of your child’s progress toward self-discipline. We feel it is important for the school and parent to work together toward this goal. We strive to maintain a discipline policy that is both fair and consistent. In general, the guidelines below outline the consequences assigned for any offense. However, the administration reserves the right to skip and/or change the consequence at our discretion, based on the severity or continued recurrence of the offense. Vacaville Unified School District Discipline Guidelines apply on campus as well as going to and from school.

### **Cyber-bullying**

Social Networking pages (i.e. Facebook, amongst others), Instant and Text messaging, email and other like ways of communicating with one another via technology has become a virtual reality for students around the world. Although there are many benefits to this type of mass communication efforts, there are other times when the virtual world has a direct impact on the school climate. At Willis Jepson, when cyber-bullying and/or on-line threats disrupt the learning environment for students, we will take the necessary disciplinary steps to maintain a safe and positive environment for all students. Assembly Bill 86 was passed in 2009 to support school authority by adding cyber-bullying to school disciplinary codes. Cyber-bullying is harassment through e-mails, text messages and social networking sites.

### **Hazing/Harassment**

Hazing and harassment are grounds for disciplinary action up to and including suspension. Hazing is described as “any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil”. The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any student who feels that he/she is being sexually harassed should immediately contact the principal or designee at his/her school.

**Hate Violence**

A student may be suspended or expelled from school if it is determined that he/she has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

**Tobacco/ Drugs/ Alcohol**

Possession or use of tobacco or any products containing tobacco are prohibited and will result in disciplinary action up to and including suspension. A student who is under the influence of ANY controlled substance, alcohol, and/or any other intoxicant will receive disciplinary action up to and including suspension. The possession or unlawfully offering to sell any drug paraphernalia or any liquid substance or material that was represented as a controlled substance, alcoholic beverage, and or intoxicant is prohibited. Disciplinary action will be taken up to and including suspension.

**Most Serious Offenses:**

The student will be suspended for up to five days. California Education Code Section 48915(c) states that the principal or superintendent shall immediately suspend, pursuant to section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code.
4. Committing or attempting to commit a sexual assault or sexual battery as defined in subdivision (n) of Section 48900.
5. Possession of an explosive.
6. Causing serious physical injury to another person, except in self- defense.
7. Robbery or extortion.

**2012-13 VACAVILLE UNIFIED SCHOOL DISTRICT DISCIPLINE GUIDELINES  
(Grades 7-12)**

This chart is a guideline for most discipline situations. The teacher or administrator may utilize discretion when making the final decisions.

<b>PROBLEM AREAS</b>	<b>FIRST OFFENSE</b>	<b>SECOND OFFENSE</b>	<b>THIRD OFFENSE</b>	<b>REPEATED OCCURANCES</b>
Academic dishonesty Plagiarism	Zero on assignment Teacher/parent contact Detention Referral Saturday School In-School Suspension In School Suspension	Zero on assignment In School Suspension Suspension	Zero on assignment Suspension	Fail course if same class
Assault/Battery	Suspension Police Contact Expulsion	Suspension Police Contact Expulsion		
Class disruption	In School Suspension Parent Contact	Administrative detention Saturday school	Suspension	
Defiance of authority/ Disruption	Detention In School Suspension Suspension (1-3 days)	Saturday school Suspension (2-3 days)	Suspension (3-5 days)	Expulsion
Destruction of property Vandalism Arson	Detention In School Suspension Suspension (1-5 days) Restitution Police Contact	Suspension (1-5 days) Restitution Police Contact Expulsion	Suspension (1-5 days) Restitution Police Contact Expulsion	Expulsion

	Expulsion			
Dress code violation	Warning Change Parent Contact In School Suspension	Change Detention In School Suspension	Change Saturday school In School Suspension Suspension (1-3 days)	
Excessive In School Suspensions or referrals	Behavior letter 1 Suspension	Behavior letter 2 Suspension	Behavior letter 3 Suspension	SARB
Excessive unexcused absences	Parent notice Truancy letter Detention Saturday school No make-up work	2 <sup>nd</sup> truancy letter Site intervention with dean	3 <sup>rd</sup> truancy letter	SARB
Explosives including firecrackers, smoke bombs	Suspension Restitution Police Contact Expulsion	Police Contact Expulsion Restitution		
Extortion	Suspension (1-5 days) Police Contact Expulsion	Suspension (1-5 days) Police Contact Expulsion	Suspension (1-5 days) Police Contact Expulsion	Suspension (1-5 days) Police Contact Expulsion
Failure to attend administrative detention	Reassignment	Saturday school In School Suspension	Saturday School In School Suspension Suspension	
Failure to attend Saturday school	In School Suspension Reassign	In School Suspension Reassign	Suspension (1-2 days)	
False Fire Alarm (Pulling Alarm)	Suspension Fire/Police Contact Expulsion	Suspension Fire/Police Contact Expulsion		
Fighting – Mutual Combat	Suspension (3-5 days) Police Contact	Suspension (3-5 days) Police Contact Expulsion	Suspension (3-5 days) Police Contact Expulsion	Suspension (3-5 days) Police Contact Expulsion
Forgery Altered admit slips	Detention In School Suspension Saturday School Suspension (1-3 days)	In School Suspension Saturday School Suspension (1-3 days)	Suspension (3-5 days)	Suspension (3-5 days)
Gambling	Detention In School Suspension Saturday school	In School Suspension Saturday school Suspension (1-3 days)	Suspension (3-5 days)	
Gang attire Inappropriate articles	Confiscate Return to parent	Confiscate Detention	Saturday school	
Habitual tardies	Administrative detention	Detention Saturday school	In School Suspension Saturday school	Referral to SARB (for 30+ minute tardies)
Harassment (bullying, hazing, sexual, racial)	Detention In School Suspension Suspension (1-3 days) Expulsion	Suspension (1-3 days) Expulsion In School Suspension Police Contact	Suspension (1-5 days) Expulsion	Expulsion

PROBLEM AREAS	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	REPEATED OCCURANCES
Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))	Detention In School Suspension Suspension (1-5 days) Expulsion	Detention In School Suspension Suspension (1-5 days) Expulsion	Suspension (1-5 days) Expulsion	
Inappropriate use of , or possession of Personal	Confiscate Parent pick up	Confiscate Detention	Confiscate Suspension (1-3 days)	



Electronic Devices (PED)	Detention Suspension Expulsion	Parent Pick-up Suspension		
Students shall not record other students or staff without their consent using any kind of electronic device.	Detention In School Suspension Suspension Expulsion	In School Suspension Suspension Expulsion	Suspension Expulsion	Suspension Expulsion
Leaving class without permission	Detention In School Suspension Saturday school	In School Suspension Saturday school Suspension (1-2 days)	Suspension (2-3 days)	Suspension (3-5 days)
Leaving campus without permission	Detention In School Suspension Saturday School	In School Suspension Saturday school Suspension	Suspension (1-5 days)	Suspension (3-5 days)
Participation in gang activity	Conference Parent contact Police Contact Suspension (1-5 days)	Suspension (3-5 days)	Suspension (5 days) Expulsion	Expulsion
Possession of and/or furnishing alcohol or drugs	Suspension (3-5 days) Police Contact Expulsion	Suspension Police Contact Expulsion	Suspension Police Contact Expulsion	Suspension Police Contact Expulsion
Possession of drug paraphernalia	Confiscation Brief Intervention Saturday school Suspension (1-5 days) Police Contact Expulsion	Suspension Police Contact Expulsion		
Profanity (general) or Vulgarity (toward staff)	Detention In School Suspension Suspension (1-3 days)	Saturday school Suspension (1-5 days)	Suspension (3-5 days) Expulsion	Suspension (5 days) Expulsion
Public display of affection	Detention Conference Warning	Parent conference Detention In School Suspension	Suspension (1-3 days)	See defiance
Reckless driving Parking violation	Warning Detention Citation (1-3 days) Revoke Parking Privileges Revoke of Off-Campus Pass	Detention Revoke Parking Privileges Saturday school Citation	Revocation of parking privileges rest of year Suspension (1-3 days) Citation	Suspension (3-5 days) Citation
Refusal to give cell phone/electronics to teacher	Confiscate Automatic parent pick up Detention or In School Saturday school Suspension	Confiscate Parent pick up Saturday school	Confiscate Detention Parent pick up Suspension (1-3 days)	Parent pick up Suspension (1-3 days)
Theft or knowingly receiving stolen property	Suspension (1-5 days) Police Contact Expulsion	Suspension (3-5 days) Police Contact Expulsion	Suspension (5 days) Police Contact Expulsion	Suspension (5 days) Police Contact Expulsion
Threats	Parent contact In School Suspension Suspension Expulsion Police contact	Police contact Suspension Expulsion	Police contact Suspension Expulsion	
Tobacco Smoking Possession	Confiscation Detention In School Suspension Suspension Police contact	Saturday school In School Suspension Suspension (2 days) Police contact	Suspension (3-5 days) Police contact	Suspension (3-5 days) Police contact
Under the influence of alcohol and/or drugs	Suspension (3-5 days) Police Contact Brief intervention	Suspension (3-5 Days) Expulsion Police Contact	Expulsion	

If a student is observed to be in the immediate vicinity (indoors or out of doors) of another student who is engaged in any form of inappropriate or illegal activity (e.g., use, distribution, or sale of tobacco, controlled substances, alcohol; possession or use of weapons; acts of violence, vandalism or harassment), and the student makes no effort to separate himself/herself from that activity, then the student may face consequences.

**Crime Data:** Police calls at Jepson Middle School resulting in arrest/citation during the 2011-2012 school year are summarized below:

**Jepson Middle School  
Crime Statistics for 2011/2012 SY**

<b>Crime</b>	<b># of incidents</b>	<b># of persons arrested</b>	<b>VVPD Case #</b>
Misdemeanor Battery (Two offenders were also charged with Probation Violation)	12	17	See page 2
Felony Battery	2	2	2011-07213 2012-00727
Possession of Marijuana on Campus (One offender also charged with Probation Violation)	8	8	See page 2
Probation violation	2	2	2011-06179 2012-00240
Possession of Weapon on Campus (one offender also charged with Poss. of Marijuana)	4	4	2011-06324 2011-07775 2011-08373 2012-00911
Petty Theft	5	5	2011-07665 2012-02722 2012-03579 2012-03717 2012-03723
Assault with Deadly Weapon	1	1	2011-08110
Possession of Dangerous Weapon & Gang Enhancement	1	1	2011-07829
Disrupt School/Battery/Probation Violations	1	1	2012-02983
Disrupt School/Probation violation	1	1	2012-00380
Possession of Alcohol (One offender also charged with Probation Violation)	1	5	2011-08490
Possession Alcohol and Possession of Marijuana	1	2	2012-00718
False Imprisonment/Felony Battery	1	2	2012-02592
Vandalism	1	3	2012-3037
Petty Theft/Possession of Stolen Property/Possession of Alcohol	1	3	2012-02478

<b>Totals</b>	<b>42</b>	<b>57</b>	
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**\*\*Note: All cases reported here were confirmed to have occurred on campus, during school hours or a school event, AND resulted in an arrest.**

**Misdemeanor Battery case numbers:**

**Possession of Marijuana on Campus case numbers:**

2011-05998	2011-06969
2011-06023	2011-06971
2011-06210	2011-08311
2011-06580	2012-00876
2011-07033	2012-01555
2011-07414	2012-02562
2011-07483	2012-03172
2011-07646	2012-03426
2011-07784	
2012-00527	
2012-01553	
2012-02690	

- Each case could have included more than one criminal violation. If that was the case, the most serious or significant of the violations was noted for statistical purposes. (i.e., a case including a weapons violation, possession of marijuana, and possession of tobacco was only counted as a weapons violation.)
- Several cases, such as battery incidents, resulted in the arrest of more than one person. Therefore, the total number of cases, 42, actually resulted in the arrests of 57 persons.

**Other Programs:** Vacaville Police personnel, a WJMS administrator, and other school district personnel meet monthly as part of a Gang Task Force committee that addresses gang, graffiti, and safety issues that all schools and the community may have in common. A multi-disciplinary team comprised of representatives from the school district, WJMS the police department, and probation officers meets monthly to discuss students of mutual concern.

Any and all of the below could be corrective strategies in lieu of suspension or expulsion.

In School Suspension  
 Saturday School  
 Parent Conference  
 Counseling  
 Referral to YSS  
 MSAP  
 SST

Reference BP/AR 5144.1 and BP/AR 5144.2

**Non-Discrimination/ Harassment Policies**

Willis Jepson’s response to claims of unlawful harassment is governed by Vacaville Unified School District policies 4113.9, 5916.5, and 5916.5AR. These policies prohibit any harassment due to sex, sexual orientation, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision or any other basis protected by Federal, State, or local law, ordinances and regulations. A full investigation and appropriate action is taken in the event of any

harassment claim. Students also receive consequences that may include suspension or expulsion for hate crimes or hazing. Students are taught to value diversity and differences in the school community.

### **Prevention**

Education of students, staff and parents/guardian about bullying through:  
Character Education  
Assemblies and guest speaker  
Implementing a Safe School Plan  
Student presentations through Leadership Clubs

Pursuant to Education Code 200-262.4

"A student can be suspended or recommended for expulsion for: Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel".

### **Hate Crime**

An investigation and appropriate action is taken in the event of any Hate Crime claim. Students also receive consequences that may include suspension or expulsion, and or referral to the school SRO. Students are taught to value diversity and differences in the school community.

### **Hate Violence**

A student may be suspended or expelled from school if it is determined that he/she has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

**Strategies** to prevent and deal with bullying, hazing, and cyber bullying, as well as behavioral expectations and consequences for violations

- On-site Police Officer (SRO) and Youth Service counseling
- Conflict Management Program & Peer assistance
- No Bully Program Training for Counselors and Admin.
- Hands Off Policy

### **Hazing/Harassment**

Hazing and harassment are grounds for disciplinary action up to and including suspension. Hazing is described as “any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any pupil”. The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any student who feels that he/she is being sexually harassed should immediately contact the principal or designee at his/her school.

### **Cyber-bullying**

Social Networking pages (i.e. Facebook, amongst others), Instant and Text messaging, email and other like ways of communicating with one another via technology has become a virtual reality for students around the world. Although there are many benefits to this type of mass communication efforts, there are other times when the virtual world has a direct impact on the school climate. At Willis Jepson, when cyber-bullying and/or on-line threats disrupt the learning environment for students, we will take the necessary disciplinary steps to maintain a safe and positive environment for all students. Assembly Bill 86 was passed in 2009 to support school authority by adding cyber-bullying to school disciplinary codes. Cyber-bullying is harassment through e-mails, text messages and social networking sites.

Disciplinary referrals (2011-12) by ethnicity are noted below:

Ethnicity	% of Student Population	% of Discipline Referrals
Caucasian/White	54.01 %	814 / 2086= 39.02 %
African American/Black	6.47 %	102 / 2086= 4.89 %
Other	39.52 %	1070 / 2086= 56.09 %

School Name	Gender	Ethnicity/Race	# of Students That Committed an Offense (unduplicated)	# of Offenses Committed	# of Suspensions (100)	# of Expulsions (200)	# of In school Suspensions (110)	Disciplinary Action Taken	
								# of No Suspensions or Expulsions (300)	
<u>Willis Jepson Middle</u>	<b>Total</b>		<b>143</b>	<b>637</b>	<b>231</b>	<b>0</b>	<b>0</b>	<b>252</b>	
	<b>F</b>	<b>Total</b>	<b>49</b>	<b>168</b>	<b>81</b>	<b>0</b>	<b>0</b>	<b>40</b>	
		Black/African Am	12	29	17	0	0	6	
		Hispanic	23	75	31	0	0	23	
		White	13	48	26	0	0	7	
		Nat Hwiin/Othr Pac Islndr	1	11	2	0	0	4	
		Am Indian/Alskn Nat	1	1	1	0	0	0	
		Multiple	1	4	4	0	0	0	
	<b>M</b>	<b>Total</b>	<b>94</b>	<b>469</b>	<b>150</b>	<b>0</b>	<b>0</b>	<b>212</b>	
		White	36	165	58	0	0	64	
		Hispanic	41	215	53	0	0	125	
		Black/African Am	15	76	37	0	0	14	
		Asian	1	10	0	0	0	9	
		Nat Hwiin/Othr Pac Islndr	1	3	2	0	0	0	

Students by Race/Ethnicity  
Willis Jepson Middle School, 2011-12

	School		District
	Enrollment	Percent of Total	Percent of Total
<b>American Indian or Alaska Native</b>	14	1.5%	0.8%
<b>Asian</b>	26	2.7%	2.5%
<b>Native Hawaiian or Pacific Islander</b>	11	1.1%	1.0%
<b>Filipino</b>	21	2.2%	2.8%
<b>Hispanic or Latino</b>	298	31.1%	31.5%
<b>Black or African American</b>	62	6.5%	7.7%
<b>White</b>	518	54.0%	49.3%
<b>Two or More Races</b>	7	0.7%	3.7%
<b>None Reported</b>	2	0.2%	0.7%
<b>Total</b>	<b>959</b>	<b>100%</b>	<b>100%</b>

**Note:** Willis Jepson Middle's Ethnic Diversity Index is 44.

**ALSO SEE ►** [Students by Race/Ethnicity definitions](#)

***WILLIS JEPSON MIDDLE SCHOOL ANTI BULLYING POLICY***

**Statement of Intent**

We are a school that says “no” to bullying. We are committed to providing a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should feel they can safely report it to an adult whom they believe will help. They should know that the incident will be dealt with promptly and effectively. Because WJMS can only act on situations it is aware of, it is critical for anyone who knows of a bullying situation to report it to an adult.

**Prevention**

Education of students, staff and parents/guardian about bullying through:  
Character Education  
Assemblies and guest speaker  
Implementing a Safe School Plan

**What is Bullying?**

Bullying is the repeated targeting of an individual over time to cause pain or painful feelings.  
Bullies can act alone or they can act as a group.

**Bullying can be:**

Emotional: threats, being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures, damaging or stealing personal property)

Physical: pushing, kicking, hitting, punching or any use of violence

Racial: racial taunts, graffiti, gestures

Sexual: unwanted physical contact, comments that are sexually abusive, or comments focused on one’s sexual orientation

Verbal: name-calling, sarcasm, spreading rumors, teasing

Technological: threats or harassment using electronic devices

**Objectives of this Policy**

Define and clarify what characterizes bullying for all staff, students and parents/guardians.  
Provide procedures to be followed when an incident occurs.  
Assure students and parent/guardians that they will be supported when bullying is reported.  
Allow a safe place for students to voice their concerns.

**What to Expect**

Students will report incidents of bullying to a staff member or other adult.  
Reports of bullying will be investigated promptly.

**The aggressor will be:**

- Given the opportunity to respond to the accusation.
- Told that bullying is unacceptable and must be stopped immediately.
- Assigned appropriate disciplinary consequences.

**The victim will be:**

- Treated with respect and understanding.
- Assured confidentiality as requested.
- Offered assistance in learning how to approach or react to a situation.

Further information can be found at the CA Dept. of Education concerning Bullying and Hate-Motivated Behavior Prevention at:  
<http://www.cde.ca.gov/ls/ss/se/bullyingprev.asp>

**BULLYING PREVENTION AND EDUCATION**

**Signs and symptoms**

A student may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs. These signs and behaviors could indicate other problems, but bullying should be considered a possibility.

- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Is frightened of walking to/from school
- Changes their usual routine
- Begins to be truant
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or had nightmares
- Feels ill in the morning
- Begins to do poorly in schoolwork
- Comes home with torn clothes or damaged books
- Has a possession which is damaged or “goes missing”
- Asks for money or starts stealing money (to pay bully)
- Has lunch or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home hungry (money/lunch “missing”)
- Becomes aggressive, disruptive, or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Doesn’t want to go on the school or public bus
- Is afraid to use the internet or cell phone
- Is nervous or jumpy when a cyber message is received
- Gives improbable excuses for any of they above



### **Willis Jepson Middle School Hands-Off Policy**

Our goal is to ensure a safe environment that is conducive to learning and appropriate social behavior. The following behaviors are not acceptable:

- De-pantsing
- Displays of affection
- Fighting
- Kicking
- Lifting up others
- Marking or drawing on others
- Pinching
- Poking
- Pulling
- Punching
- Pushing/shoving
- Slapping
- Spitting
- Touching in inappropriate places
- Tripping

This list may not include all behaviors that are not appropriate at school. Any unwanted touching is a violation of the Hands-Off Policy.

### **Going To and From School**

Students should arrive at school no earlier than 7:30 a.m.

Students walking to school should walk on sidewalks and cross streets at marked crossings and intersections. Students are not allowed to walk through the parking lot. Students should come directly to school and go directly home. The school has authority over student conduct to and from school.

### **Bicycles** (scooters and skateboards are **NOT** allowed on campus)

Bikes are to be walked on school grounds.

Bikes should be locked in the bike racks provided. **The school is not responsible for damaged or stolen bicycles or any other personal transportation device brought to school.** Only one person should be on a bike. Bike riders should follow vehicle laws. Helmets are required for students under the age of 18 when riding bicycles, scooters and skateboards.

### **On Campus**

Students are expected to obey supervisors and teachers at all times. Tackling, wrestling, and other forms of rough play are not allowed. To keep the school grounds and surrounding neighborhood free of litter, trash should be deposited into trashcans.

### **Gathering Areas**

The quad area should be a pleasant place for all. Running, loud noises and disorderly conduct will not be allowed. Students are expected to clean up after themselves. Students must stay in assigned supervised areas.

### **Bathrooms**

Bathrooms are not play areas. Students are expected to use them correctly and leave them in the same condition they were found.

### **Hate Violence**

A student may be suspended or expelled from school if it is determined that he/she has caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

### **Gang related apparel**

**ACCESSORIES** - Any accessory, as determined by administration, which is dangerous or disruptive to the learning environment, is not acceptable. Bandanas and/or hairnets not permitted. **NO blankets allowed. NO sunglasses allowed.**

**LOGOS/DESIGNS/MONIKERS** - Logos on shirts, pants, belts, hats, backpacks, or any other clothing article, must be free of any designs or writing that are gang-related, weapon related, drug/alcohol/tobacco-related, obscene, offensive, vulgar, degrading, or otherwise disruptive to the learning environment.

**BACKPACKS** -Backpacks must be free of any designs or writing that is gang-related, obscene, offensive, degrading, or otherwise disruptive to the learning environment as determined by the administration. **Put your name in your backpack.**

Dress standards for students are distributed to students at the beginning of each school year in the Jaguar Planner along with school wide behavior rules. The Jaguar Planner states the following: "In general, all clothing, apparel, and accessories must be free of any design or writing which can be interpreted as gang-related, obscene, offensive, degrading, or otherwise disruptive to the educational environment". (Please see appendix)

**...Jepson's Dress Code...** The Jaguar Student "Dress Code" is designed to encourage students to dress for the purpose of learning. Clothing should be neat, clean, free from tatters and tears, and fit properly, while following the standards of common decency and respect.

### **Dress Code**

The purpose of this dress code is to promote a climate that does not distract from the educational process and ensures a safe learning environment. **The following conditions are to be followed during all school activities, whether on or off campus.** All tops and shirts must cover the midriff and back, even when the arms are lifted up. Undergarments should not be visible at any time. Also: No shirts with spaghetti straps, No off the shoulder shirts, Tops must not be low cut and revealing, writing is not allowed across the seat of pants, shorts or skirts, Pants must be worn at or near the waist. **Sagging is inappropriate and IS NOT allowed.** Shoes with laces or Velcro straps are to be secured. Clothing or accessories depicting the occult, gangs, death, suicide, violence, drugs, sex, race, obscenities, alcohol, or anything else deemed educationally inappropriate are not allowed. No personal grooming in the classrooms, library, or computer labs.

**HATS** - **Hats may be worn outside only, before school, at lunch, and after school.** Hats with brims or visors must be worn properly and facing straightforward and shading the face. *The wearing of a hood covering the head or showing of a bandana is not to be worn while on campus.* **Hairnets and bandanas are not permitted.** Knit hats/Beanies may be worn in cold, rainy weather only.

**Hats are to be taken off when entering or in any building.**

**SHIRTS/BLOUSES** - All shirts must have sleeves. A sleeve is defined as material that covers the entire shoulder area. **The following types of shirts are NOT acceptable:** Backless, strapless, low-cut, see-through, spaghetti strap, tank and tube tops are NOT acceptable. All shirts must completely cover the abdomen/mid-drift area.

**PANTS AND SHORTS** - No nightwear is allowed, such as pajamas, etc. Pants must fit at the waist and be buttoned or zipped. **Pants that are torn or have holes/multiple slashes above the shorts line are not permitted.** **Shorts and skirts must be long enough to cover body parts.** Leggings must be covered by shorts, skirts, or long shirts that can cover buttocks area appropriately. **"Sagging" is not allowed.** Sagging is not permitted and leg bottoms cannot drag on the ground. **No long shorts with long socks.**

**BELTS** - Fitted at the waist and properly sized. Belts cannot hang more than 3" from appropriate loop. Belts are optional, provided other clothes are worn properly. **ONLY ONE BELT MAY BE WORN AT A TIME.**

**SKIRTS, AND DRESSES**-Skirts must be at least mid-thigh in length and slits can be no higher than mid-thigh. **All dresses must have sleeves.**

**SHOES** - All shoes must be laced or tied properly. **No slippers or flip-flops** of any kind are allowed. *Sandals must have a heel strap.*

**MAKE-UP** - Make-up is permitted, but cannot be applied during class time.

**\*\*\*\*\*WJMS is NOT financially responsible for lost, misplaced, damaged or stolen hats, sunglasses, or articles of clothing or backpacks.\*\*\*\*\***

**Consequences for not following the dress code: Students who choose not to comply with the Jaguar Dress Code can expect:**

1. to have a dress code violation notated in their discipline history
2. to be asked to change into P.E. clothes or other available clothes located in the office
3. a parent will be called to bring other clothes
4. to be sent home.

***THE DRESS CODE AT WILLIS JEPSON WILL BE STRICTLY ENFORCED***

**Notification to Teachers, pursuant to EC 49079**

#### **Notification to Teachers (EC 49079)**

Individual teachers are informed of each student who has engaged in any of the acts described in any of the subdivisions (except tobacco/smoking) of EC 48900 as outlined in district policy 5480 and administrative regulation 5480AR. This information is given to the teacher in writing on a confidential basis.

#### **Strategies to address issues at the site regarding staff safety**

**Strategies:**

- Safety Committee
- On-site Police Officer (SRO)
- Conflict Management Program & Peer assistance
- No Bully Program Training for Counselors and Admin.

A schedule of activities for the 2012-2013 school year. The schedule includes the updating school safety plans, identification of site emergency response team members, district and site coordinated response drills.

#### **Training to staff for de-escalation of student behavior**

The ED (SDC Regional teacher) and the school psychologist have been trained in the proper techniques to de-escalate severe student behaviors.

#### **Method for the reporting of violent incidents**

Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 are addressed in Vacaville Unified School District policies 5432-5480.

#### **Disaster Procedures, Routine and Emergency**

**School Emergency Response Plan**

In an effort to coordinate activities related to emergency and disaster preparedness, the Emergency Response Team has developed a schedule of activities for the 2012-2013 school year. The schedule includes the updating school safety plans, identification of site emergency response team members, district and site coordinated response drills.

Review School Emergency Response Plan, Response, and Safe School Plan for site support duties.

**Emergency Site Procedure**

**RADIO COMMUNICATION BETWEEN**

---Principal and Principal's Secretary  
**All other radio communication goes silent**  
---Backup – Asst. Principal  
---Backup – Counseling Secretary

**911 OR PD DISPATCH CALLER**

**Officer Pro Cell # 580-9150 or 707 449-5200 (Main VPD number)**

---School Secretary  
---Backup – Counseling Secretary

**ASSISTANCE AWAY FROM THE FRONT OFFICE**

---Front Office --- Attendance Secretary  
---Backup – Counseling Secretary

**PRINT STUDENT INFORMATION AND PULL EMERGENCY CARD  
NOTIFY PARENT AND SCHOOL NURSE**

---Front Office --- Attendance Secretary  
---Backup – Front Office Secretary

**DIRECT PARAMEDICS TO LOCATION**

- School Secretary
- Backup — Asst. Principal

**After Traumatic Event Crisis Response Team Procedures**

After Traumatic Event Crisis Response Team to assist the District support team after a traumatic event.  
(This team can be an existing team of staff from your leadership, MSAP or SST teams to provide crisis intervention to staff and students.)

The site team may include the Principal, Assistant Principal, Counselors, Psychologist, and District personnel.

**District Post Traumatic Event Crisis Team Protocol**  
Revision 7.20.2012



**Standing Members:**

- |                           |  |
|---------------------------|--|
| <b>John Niederkorn</b>    | Superintendent   |
| <b>Shereene Wilkerson</b> | Associate Superintendent                                   |
| <b>Kari Sousa</b>         | Assistant Superintendent-CBO                               |
| <b>Randy Henry</b>        | Chief Human Resource Officer                               |
| <b>David Robertson</b>    | Director of Personnel - <b>District Crisis Team Leader</b> |
| <b>Mark Frazier</b>       | Chief Academic Officer                                     |
| <b>Jodie Phan</b>         | Director of Special Education                              |
| <b>Kim Forrest</b>        | Director of Instruction, Curriculum and Assessment         |
| <b>Nicola Parr</b>        | Director of Learning Support                               |
| <b>Rae Ann Quinata</b>    | Clerical support for District Crisis Team                  |
| <b>Site Principal</b>     | On-Site Crisis Team Leader                                 |
| <b>Toni McCallum</b>      | Head School Nurse  |
| <b>Rise Revis</b>         | Coordinator of Special Education                           |
| <b>Ben Johnson</b>        | Lead Psychologist  |

**Response Procedures**

**Activating Crisis Team**

District administrators shall contact John Niederkorn (or Cabinet member designated in charge if Superintendent is out of the District) to determine if the Crisis Team should be activated. John, or designated cabinet member in charge, will contact Shereene Wilkerson. Shereene will call David Roberson, District Crisis Team Leader, to activate the team. John will advise other Cabinet members and the Board that the team has been activated. **David will consult with the site principal to determine the level of intervention by the crisis team.**

Reasons to activate the team include, but are not limited to:

- the sudden death of a student
- major accident or incident involving VUSD students
- the sudden death or severe injury of a staff member
- a severe accident witnessed by students
- a severe act of violence or threat of violence, on or off campus, against students
- any other event which the administrator anticipates might severely disrupt the ability of the school staff to operate school as usual

**Crisis Team Standing Members Specific Duties and Initial Response:**

Review School Emergency Response Plan and Safe School Plan for site additional support duties.

**John Niederkorn, Superintendent of Schools (or designee)**

- Notify Cabinet
- Notify School Board Members of the facts, provide updates as necessary
- Notify ALT Team Members (email or Global Connect )
- Notify Vacaville City Manager's office, Mayor and City Council (as appropriate)
- Notify SCOE Superintendent of Schools and Solano School Districts (as appropriate)
- Prepare Global Connect message in coordination with the site administrator, to be released (either by site administrator or by the Superintendent's Office)
- Attend Emergency Staff Meeting at site
- Determine if a parent/community meeting is warranted. If so, attend and provide appropriate introduction to the crisis response
- Coordinate Media Relations
- Determine the needs of the press ahead of time
  - Point of Contact for all press releases and media questions
  - Coordinate with other media spokespersons
  - Follow VUSD Media Relations Plan
  - Hold press conferences (at a command center close to the campus location as to not block parking lots; ensure safe ingress and egress of students and staff )
  - Advise media (where and when to register, where to locate, time of press releases and where, or advise to remain off-campus on public sidewalk)

**Shereene Wilkerson, Associate Superintendent**

- Communicate with Superintendent and coordinate Cabinet Members responses, as appropriate
- Secure additional site security and /or additional district resources ( Kari)
- Student Academic Support (Mark and Jodie)
- Staff and Administrative Support (Randy)
- Media/community liaison support to the Superintendent (Randy)
- On-going support with District Crisis Team Leader

**Kari Sousa, Assistant Superintendent, CBO**

- Secure additional site security and /or additional district resources (Lee Noll)
- Attend/communicate with the City of Vacaville on Crisis Plan

**Kim Forrest, Director of Instruction, Curriculum, and Assessment**

- Report to the ESC and stay in contact with people at the site to send resources or be able to respond to media, community, staff members who come to or call the ESC

**Randy Henry, Chief Human Resources Officer**

- Provide appropriate number and type of substitutes necessary to maintain educational services
- Provide additional administrative clerical support as needed to the site
- Provide additional campus supervision as needed to the site
- Activate emergency recall procedures as necessary under disaster service worker protocol
- Media/community liaison support to the Superintendent
- Coordinate with Vacaville Emergency Operations Command as appropriate
- Ensure District/School response per School Emergency Response Plan
- Secure site location, ensure security and safety of all on site
- Coordinate procurement of District resources, both material and support staff
- Coordinate on-going criminal investigation with outside agencies; North Bay Schools Insurance Authority and Vacaville Police Department

**Mark Frazier**

- Ensure instructional program continues
- Advise regarding any impacts on educational programs

**Jodie Phan**

- Ensure support for students with special needs (Rise Revis)

**David Robertson, Director of Personnel - District Crisis Team Leader**

Activate Crisis Team

**Activation Phase**

- Confirm facts with On-Site Principal (Provide Calm and Comfort)
- Determine Level of Support Needed for First School Day, in coordination with the site principal, make the best estimate of initial resources needed
- Review School Emergency Response Plan
- Contact Lead Psychologist or Coordinator of Special Education to activate Psychologist Team
- Contact Lead Nurse to activate Nursing Team
- Hold daily debrief meetings with on-site Crisis Support Team

**Day One**

(With the on-site administrator, coordinate District support services to ensure school response per School Emergency Response Plan)

- Inform the Associate Superintendent of any unmet needs or concerns
- Ensure compliance with directives of the Superintendent /Associate Superintendent
- Debrief the days' events with team leaders and on-site administrator and determine the anticipated level of continued support
- Debrief the Associate Superintendent/Superintendent daily, as to the need for continued support

**Ben Johnson, Rise Revis and Nicola Parr**

- Crisis Team training, protocol and debriefing team after initial response
- Coordinate on site counselors, psychologists, nurses



- Coordinate Vacaville Police Youth Services support
- Mental Health/Faith based counseling support
  - o County Mental Health
  - o Faith Based Community (as appropriate)
  - o Determine need for ongoing counseling support

**Toni McCallum, Head School Nurse**

- Coordinate on site and District nursing services
- Laurie Jackson clerical support to nursing team

**On-Site Administrator (initial response)**

- Notify Superintendent (designee) and provide any details available
- Secure any crime scene until police arrive
- Confirm initial facts (student and staff names, deaths, injuries)
- Secure personal belongings of any deceased students or staff
- Ensure absent notification to families impacted are stopped
- Review School Emergency Response Plan and Safe School Plan
- Contact family/guardian (determine level of information which can be released)  
 Confirm details of crisis with family/guardian as appropriate  
 Consider cultural, religious, family traditions and community values when providing initial response and support to family

✓ **NO Information may be released without the consent of immediate family. This may cause confusion and distress for staff, students and families. A primary role of the site administrator is managing information and misinformation. Be honest and upfront about your limitations of knowledge and ability to release information.**

✓ **Limit or control informal internal communication. Staff needs to be instructed that while they may overhear or observe specific information, they are to maintain silence about such matters and not communicate through private email, phone, or other means to unauthorized individuals. Any release of information to unauthorized individuals poses a disruption to the educational process, harm to victims and families and liability exposure to the District.**

- Contact other family members (or families) directly impacted
- Check AERIES for siblings and notify appropriate administrator(s) of siblings
- Call Emergency Staff Meeting

- Provide any details available for on-site staff release only
- Notify staff of information which may not be released
- Assure staff of ongoing support
- Communicate on-going information with staff

- Assess staff needs
- Assess student needs
- With approval from Superintendent, provide information to parents (global connect) and provide office staff with script for phone calls
- Determine if a post-incident parent/school community meeting is needed
- Hold Debriefing meeting(s) as needed (possibly daily)

**Site Administrator Day Two and Beyond**

- Call Debriefing meeting(s) as needed (possibly daily)
- Review with **David Robertson, District Crisis Team Leader**, the ongoing need for District response
- Respond to rumors, provide appropriate communication to staff, parents and students, as appropriate
- Review and determine next steps for staff to resume normal activities
- Review facility needs, as appropriate

**Adaptations for students with disabilities in ADA**

- **IEP**
- **504**
- **Medical notes**
- **Paved walkways to escort students evacuation sites**

**Section 7 Appendix**

**Welcome to the Jepson Emergency Preparedness Webpage!**

If you have other questions about this information, please contact the school at (707) 453-6280.

## **General Emergency Information**

If an earthquake or other emergency occurs, school is one of the safest places where students can be. Willis Jepson Middle School has a disaster preparedness plan. Teachers, administrators and other staff members are trained to supervise and care for students. School buildings are usually safer than homes because they are constructed to meet strict public safety standards.

The Vacaville Unified School District subscribes to a service known as Global Connect. We will use this service to contact all parents via e-mail and telephone within a matter of moments in case of emergencies. Please ensure that all contact information remains current with the office staff.

## **Emergency Instructions for Parents**

Families are encouraged to be prepared in the event an emergency occurs during school hours. The next time disaster strikes, you may not have much time to act. Families can, and do, cope with disaster by preparing in advance and working together as a team with their school. Knowing what to do is your best protection. Whether it's a natural disaster such as an earthquake, firestorm, flood, or windstorm or a man-made disaster, a crisis is an event over which we have very little control.

### **In the Event of a Crisis or Natural Disaster:**

- Please do not call the school, transportation department or district office. Phone lines, if working, will be used for emergency communication.
- The school and school district will keep parents and the public informed through Global Connect.
- No child will be dismissed from school unless a parent or approved designee comes for him or her. All parents or approved designees who come for their children must show picture identification before signing out the student.
- Schools are likely to be one of the safest places that children could be located during most crises or natural disasters. Staff members will remain with the children until all have been reunited with their parents or approved designees.

### **If an Earthquake or Other Disaster Occurs While Your Child is:**

**After a Natural or Man-Made Emergency: DO NOT call the school.** Turn your radio to KUIC AM 95.3 and listen for damage reports. The school phone lines must be kept open for emergency communications. **WHEN IT IS SAFE to travel to the school: DO NOT** remove any student from campus unless you are listed on the child's Student Emergency Card. **ALWAYS** sign students out before removing them from the school

### **School Emergency Preparedness – Frequently Asked Questions**

- **Is the district storing extra food, water and supplies for an emergency?**  
No, Jepson has emergency backpacks that contain first aid supplies. We will rely on food, water and supplies from neighborhood homes, and if necessary, local grocery stores.
- **How are teachers and staff prepared for an emergency?**  
In the event that children must remain in school during an emergency, teachers will conduct lessons and class time as

usual. Dependent upon their safety, children will be allowed to move about the buildings as long as they are out of harm's way. All non-teaching staff members will provide support and resources as needed, including extra supervision of students and assistance with phone calls and communication activities with parents and emergency personnel. The principal/ designee have discussed the district's emergency response plans with faculty and staff.

- **How will the school respond to an emergency?**

When the Superintendent or designee determines that an emergency has occurred, there are 2 possible plans of action:

**1. Evacuation Plan:** Requires that all building occupants leave and go to an alternate location. Evacuation may mean only going outside and away from the building until an all-clear signal is given. **Everyone evacuates to the back field of the school.** In some rare circumstances, students and staff may need to be transported and housed temporarily in another location (Hemlock Elementary School)

**2. Lockdown Plan:** An immediate and imminent threat to the school building population. Staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure everyone and remove them from immediate danger. This plan is used most commonly when the building has an intruder.

- **If there is an evacuation where will students go?**

Planned locations may include the track/ football field (on campus, back of school) and Hemlock Elementary School (off campus, lower field). Each school has plans for alternative locations. Depending upon the circumstances of the emergency, these plans may be utilized.

**1. Students who leave school**

If it is necessary for students to leave school due to an emergency, school staff will follow a developed plan to make sure that each child is released at a specified location on campus to a parent(s) or guardian(s), relative or other person designated by the parent.

**2. Students who remain at school**

If a parent/guardian or designee cannot pick up children for an extended period of time, students will remain under supervision until the parent/guardian arrives at school. However, children should be picked up as soon as possible.

- **Are there emergency planning drills?**

Yes, drills are conducted at various times during the school year in order to give students and staff practice in what to do during an emergency. Different drills are practiced monthly. Four earthquake drills and two intruder drills are held annually. Additional drills and simulations will be conducted by each school's emergency team – under the direction of the principal – throughout the year. The District believes that response is best when everybody knows their role and has had an opportunity to practice.

- **Should I pick up my child during an emergency?**

We strongly encourage parents NOT to come to the school during an emergency unless directed to do so. While every person's natural instinct in an emergency is to go to the school to safeguard his/her child, please understand that doing so may significantly reduce the school's ability to respond to the situation. In addition, going to the school may interfere with police or other emergency workers whose sole purpose is to assure the safety and well being of students and staff.

Vehicles driven to the school, for example, may restrict access for emergency vehicles and/or school buses that are loading children for evacuation or to take them home. The school's staff will be actively working at all times to ensure the safety of all students. While it may seem logical that every student taken home by a parent reduces the workload of the staff, in a fast-moving crisis that requires careful coordination and communication, extra vehicles and visitors to the school may actually make the task of keeping track of all students exceptionally difficult and potentially dangerous.

### **Global Connect System**

A few reminders:

- please do be sure to listen to the entire message;
- there is no need to call the school unless you have other concerns (keeping in mind that the school phone gets extremely busy during these times);
- all phone numbers and e-mail addresses you entered during registration will be contacted, so if your cell phone does not work be sure to check one of these other sources if possible;
- please contact the school office to update, add or delete any contact information

### **Emergency Preparedness Links**

#### **For Kids:**

Help your kids be ready for an emergency. Learn more about Emergency Preparedness at Ready Kids!

<http://www.ready.gov/kids/home.html>

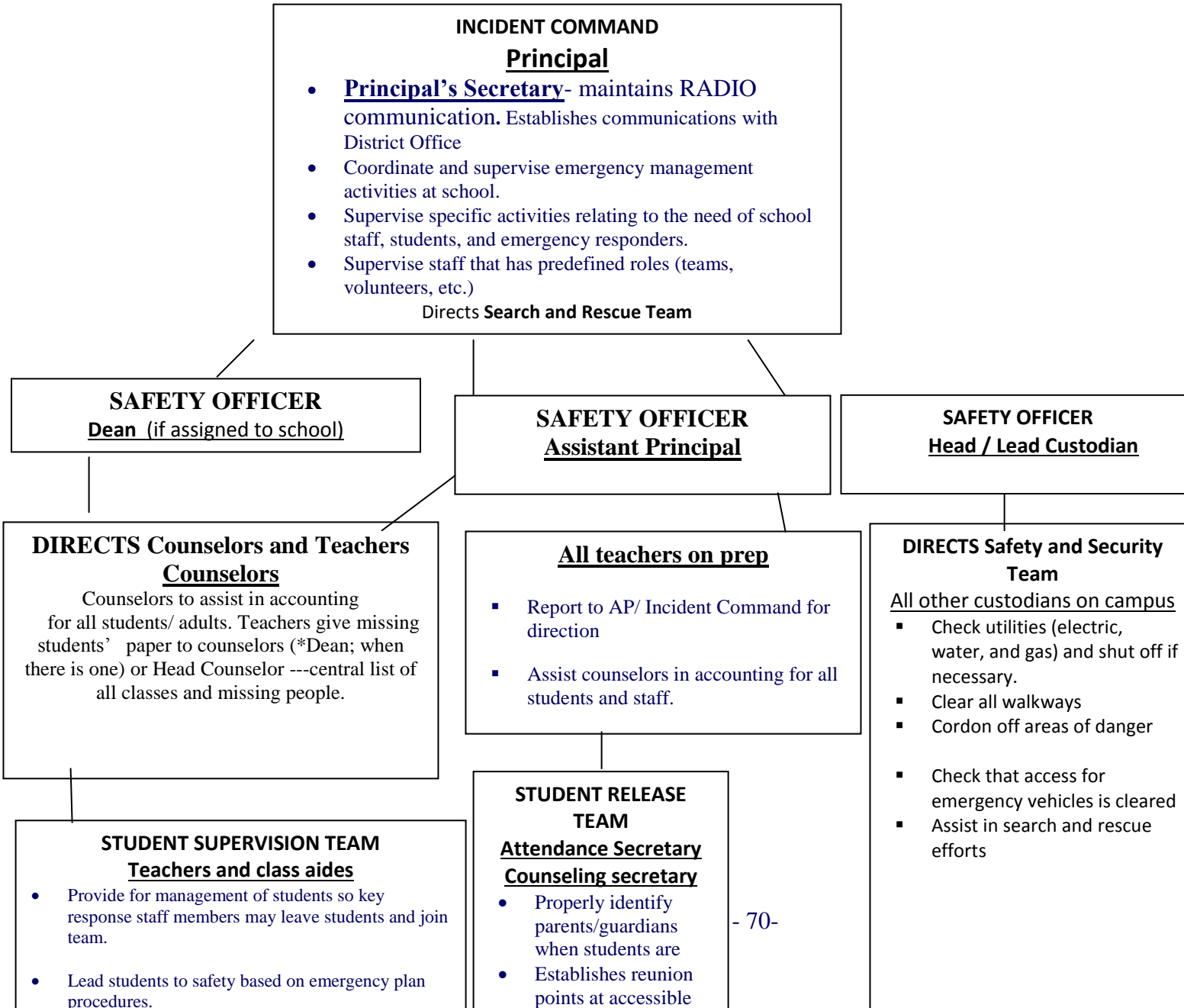
From FEMA: <http://www.fema.gov/kids/>

#### **For Everyone:**

From FEMA: <http://www.fema.gov/areyouready/>

From the American Red Cross: [http://www.redcross.org/services/disaster/0,1082,0\\_500\\_,00.html](http://www.redcross.org/services/disaster/0,1082,0_500_,00.html)

and <http://www.prepare.org/>



**FIRST AID TEAM**

**Nurse**

**All other secretaries, PE teachers**

- Take e-cards out (front office secretary)
- Gather student medications
- Monitor students with special needs (all)
- Triage-know injuries and direct first aid efforts (PE)
- Direct team members as appropriate- provide basic first aid for injures students, employees, and visitors until and unless EMS arrives.

## **DISTRICT GUIDELINES FOR EMERGENCIES AT SCHOOL**

**Please use the following information as a guide for action in the event of a medical emergency or a suspected medical emergency.**

**Call 911 immediately if a student displays any of the following:**

-Unconsciousness

-Tonic Clonic seizure (formerly known as “grand mal”, causes convulsions usually lasting 1-2 minutes characterized by generalized body stiffness, and massive jerking movements)

-Difficulty breathing accompanied by wheezing, blueness of lips, inability to speak sentences, inability to walk due to shortness of breath.

-Unconsciousness, altered consciousness, vomiting, seizure, erratic behavior, or other signs of serious illness in a diabetic student.

-Whenever a student with a known history of anaphylaxis (an allergic hypersensitivity reaction of the body to an allergen such as bee sting, food or drug) has been exposed to that allergen. Do not wait for symptoms to appear.

- Any signs of anaphylaxis in any student with or without a known allergy: difficulty breathing, tingling of tongue or mouth, swelling of tongue, lips, face, neck, wheezing, sensation of something in throat or inability to swallow.

-Chest pain, shortness of breath, lightheadedness, nausea, vomiting in a student with a known cardiac condition:

-Any injury that involves the head AND is accompanied by loss of consciousness, nausea, vomiting, unsteady gait, severe headache, severe bleeding that is not easily controlled with direct pressure.

- Any injury that results in an obvious fracture characterized by deformity of limb, severe pain, break in skin, protruding bones.

- Bleeding from a wound that is not controlled with direct pressure.  
Any bleeding from the ears.

### **If there is an emergency and the nurse is on-site:**

-Notify the nurse with student’s name, location, and the nature of the emergency, i.e. seizure, fall, faint, difficulty breathing, etc.

-Copy the face sheet and contact numbers and have ready for the nurse. The nurse will assess if 911 needs to be notified and will contact the parent.

### **If there is an emergency and the nurse is off-site:**

- If a parent is not available, call Nursing Secretary 453-7142 with the student’s name, location, and nature of emergency. She will find a nurse to respond. The nurse will call the site so please leave a contact name with Nursing Secretary. When paramedics arrive give them a copy of the student’s face sheet and contact numbers sheet from Aeries. Copy the emergency card for them.

-If the student has an emergency care plan, give a copy to the paramedic.

### **If you are not sure if it is a 911 call and the nurse is off-site:**

-Call Nursing Secretary 453-7142 with the student’s name, location, and nature of emergency. She will find a nurse to respond by phone.

Please have available a copy of the face sheet and contacts numbers to give to the nurse or paramedics when they arrive.



-If the nurse concludes it is clearly not a 911 call, the nurse may direct you to call a parent to p/u child or the nurse may come in to see the child at her discretion.

It is always better to err on the side of caution and call 911. We have fabulous paramedics who will gladly come out and assess a child that you suspect is having an emergency. They will let you know if it is not life threatening and will stay until a parent can be reached whenever possible.

Please remember to look at the CARE PLAN BINDER in the health office. It is bright green. In there are emergency care plans for those students with known medical conditions that may be life threatening. In these plans are simple instructions in how to respond to the various situations that may arise. If you have any questions, please do not hesitate to ask a district nurse.

## **Willis Jepson Middle School DISASTER DRILL PROCEDURES**

Purpose: To engage staff and students in disaster scenarios they might face in an emergency;  
**to further extend their response to “unanticipated and unique” challenges.**

Procedure: The drill administrator will initiate the drill of a major earthquake. The tremors will continue for 1 minute, major damage and disruption occurs. The bell and the PA system will be inoperable at the end of the tremors.

During the drill Everyone will duck and cover. You will then evacuate the buildings.  
There will be blockages (fires, jammed doors, blockages in the halls) and scenarios of students and adults acting.

- Take your roll book and folder (green/red cards)
- Key rooms take out emergency response back packs
- Walk your class to the back field of the school
- Find your room number and line up the students
- Take roll/ account for all students
- Hold up red/green cards.
- **Give names of missing students to admin or counselors** as they walk around and check your class (fill out sheet in packet).

### Conclude Drill

The drill is over when:

1. All students, staff, visitors, and personnel are accounted for
2. Principal will give the all clear to return to class

## DISASTER DRILL ACTIVITY SCHEDULE 2012-2013

### Objective

To prepare the school community to respond with dispatch, during a major disaster event.

<u>Period</u>	<u>Date</u>	<u>Time</u>	<u>Type of Drill</u>	<u>Procedure</u>
2	Thursday, Aug. 30	9:10 a.m.	Fire Drill	Evacuate building to fire drill locations
<b>3</b>	<b>Thursday, Oct. 18</b>	<b>10:18 a.m.</b>	<b>Earthquake Drill and response &amp; radio teams</b>	<b>Duck, Cover, Hold, then evacuate to back field</b>
6	Tuesday, Nov.6	1:10 p.m.	Fire Drill	Evacuate building to fire drill locations
3	Monday, Dec. 3	10:00 a.m.	Bomb Threat	<b>Evacuate to back field</b>
7	Tuesday, Jan. 15	2:05 p.m.	Hostile Act Drill	Lock down and Lockdown release <b><u>No evacuation</u></b>
2	Tuesday, Feb. 26	9:05 a.m.	Fire Drill	Evacuate building to fire drill locations
<b>SH</b>	<b>Thursday, Mar. 21</b>	<b>10:50 a.m.</b>	<b>Hostile Act Drill – on-site threat</b>	<b>Lock down and Lockdown release</b> <b><u>No evacuation</u></b>
6	Tuesday, April 9	1:10 p.m.	Earthquake Drill	Duck, Cover, Hold then evacuate to back field
1	Thursday, May 2	8:05 a.m.	Fire Drill	Evacuate building to fire drill locations

Dates and times in **bold** can not be changed as they are assigned and coordinated throughout the District.

### Disaster/Earthquake Duties:

#### Command Center (blacktop area across from track)

**Principal = Team Leader**

**Assistant Principal** = assume role of principal in principal's absence / Search and rescue coordinator.

**Counselors / Dean of Students** - coordinate class attendance assist team leader and Assistant Principal.

**School Secretary** - District Emergency Radio; coordinates communications to Principal.

**Counselor** – Report to Command Center & verify class attendance.

**Counselor** -- Report to Command Center & verify class attendance.

#### First Aid Team (report to Command Center)

**Nurse = Team Leader-** Backpack and radio, in charge of triage.

**Counseling secretary (co-leader)** - assists with students' information/medication and identification.

**Discipline secretary** - ORANGE box, Emergency cards, students' medication.

**PE teachers** -- **Take out and setting up tarps that identify Command Center, student release and first aide station;** report to first aide station as directed.

**Teachers identified with additional first aid knowledge** report to command center.

PE teachers and coaches on staff

**\*\*\*For the purposes of drills, however, they will remain with their classes or prep drill duties.**

#### Search and Rescue Team (at the direction of the Principal)

**Assistant Principal, custodians, prep teachers and other assigned staff meet at front of school.**

### **Student Release Team – front office personnel (report to Command Center)**

**Attendance Secretary = Leader** - binders with student photos and schedules.

**Front office secretary** - assists in signing out students

- Properly identify parent or guardian when releasing students using emergency cards
- ID is required if parent / guardian is not known to teacher.

**\*\*\*All office personnel report to Command Center when everyone has evacuated counseling and front office buildings.**

### **\*\*\*Safety and Security Team – (meet at front of school)**

**Head Custodian =Team leader** - directs team as appropriate, shuts off gas, water, electrical (or directs proper people to those utilities shutoffs)

**Day custodians**– safety check and evacuation of exterior hallways, check bathrooms, clear walkways, cordon off areas of danger, close all doors, and **assist head custodian as directed.**

**\*\*\* Communicate with Assistant Principal (who will notify Principal) when buildings are clear and utilities are secure.**

### **Student Supervision Team**

All Teachers remain with their classes (I.A.'s and individual I.A.'s stay with their teacher or individual student)

### **Teachers without students or on Prep**

**Teachers on prep: always report to the Assistant Principal at the front of the school for assignment.**

### **Cafeteria**

Evacuate and report to Counselors / Dean of Students at the Command Center immediately to assist as directed.

## **HOSTILE ACT DRILL CRIME SCENE/HARMFUL INTRUDER/ABDUCTION OR HOSTAGE**

### **Signal**

One long siren signals students and faculty to stay in their present period, classroom or, during lunch return to their next period classroom.

### **Classroom/student procedure**

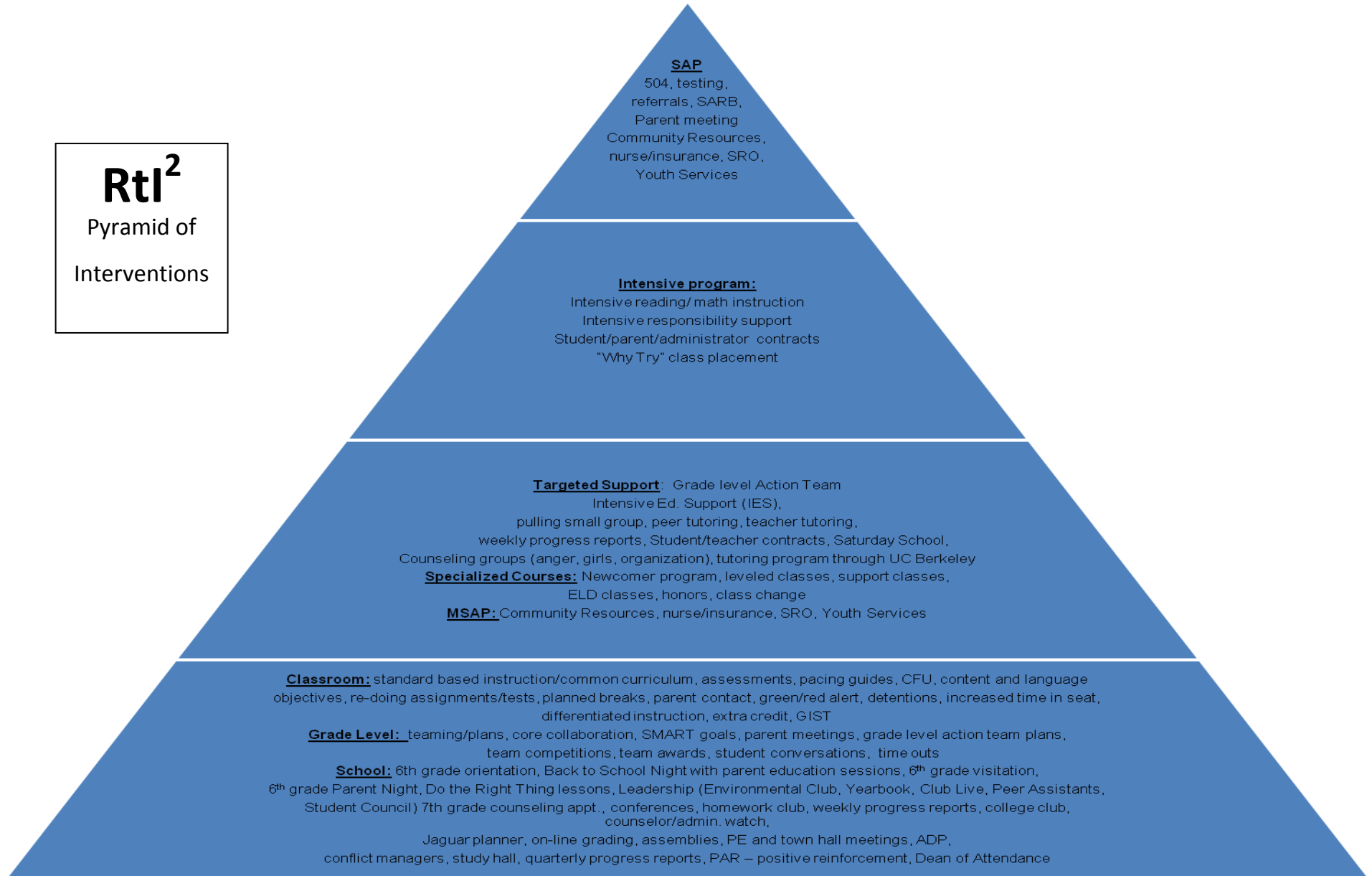
1. Lie or kneel on the floor, over head with hands, and DO NOT MOVE until notified by all clear signal
2. (one long siren), or by emergency personnel.
3. Teachers or staff is to close and lock doors, close and lock windows, close blinds, and turn off lights.
4. If there is an attack in an open area, for example the fields, the student are to lie on the ground and cover their heads and remain as still as possible.
5. Upon the all clear signal (one long bell), teachers are to move students away form the attack scene,
6. return students to class and take roll. Any missing students should be reported to the office immediately.

**Front office procedure**

1. Office staffs are to close and lock doors, close and lock windows, close blinds, and turn off lights.
2. Notify Police Department (911) and STAY ON THE LINE.

Assign a staff member to watch for students or other persons arriving late to school and pull them into the office if safe to do so.

**Rtl<sup>2</sup>**  
Pyramid of  
Interventions



## **JEPSON MIDDLE SCHOOL Strategic Plan**

### **MISSION**

The mission of Willis Jepson Middle School, through a partnership of students, families, staff, and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to transition into a successful high school student and responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum that meets individual needs and is delivered in a safe environment by a dedicated, nurturing staff.

## **OBJECTIVES**

DRAFT

- Every student will be actively involved in creating and promoting a safe, orderly environment that enhances learning.
- Every student will demonstrate the social skills necessary to act responsibly in the school and community at large.
- Every student will meet or exceed the promotion criteria necessary to transition successfully into high school.

### **TACTIC 1**

- We will develop and strengthen the communication within the partnership of students, families, staff and the community, in order to enhance teaching and learning.

### **TACTIC 2**

- We will practice collaborative decision-making, as appropriate, to foster an open and honest environment that promotes a positive school climate.



## TACTIC 3

- We will align the curriculum to district and state standards, and provide support mechanisms and materials to ensure every student's individual achievement.



## TACTIC 3

- 3-1 Establish a schedule that provides for staff collaboration.
- 3-2 Provide funds for supplemental materials that will allow each student to access the standards in order to improve achievement.



### TACTIC 3



- 3-3 Develop a variety of performance-based assessment tools for all subject areas on a phase-in basis, that accurately measures identified learner competencies at each grade level.
- 3-4 Establish a team of teachers to support, monitor and review the school's commitment to state and district standards.



### TACTIC 3



- 3-5 Communicate state and district standards in a student- and parent-friendly format.



### TACTIC 4



- We will, through collaborative partnerships, develop better ways to utilize the existing facilities in order to improve our learning environment.



### TACTIC 4



- 4-1 Alleviate over-crowding at lunch.
- 4-2 Decrease over-crowding and noise level in hallways during passing periods.
- 4-3 Create a safer and more orderly environment by optimizing and increasing storage areas and office space.

## TACTIC 4

- 4-4 Improve respect for and pride in our campus and to maintain a safe environment.
- 4-5 Maintain and expand the school-wide beautification program.



# Parameters

- We will practice collaborative decision-making as appropriate, at all levels of the organization.
- Site-based decisions must always be consistent with the Strategic Plan of the District.
- We will operate safe school environments conducive to learning.
- We will not tolerate behavior that demeans the worth or dignity of any individual or group.
- Retention and adoption of programs and services must align with the Strategic Plan, provide for staff development and program evaluation and contain benefits justifying costs.
- All budget decisions will be made within the framework of fiscal solvency.

## Planning Team

Allison Adcock	Dawn Marsh
Ami Blackstone	Dave McCallum
Jose Briseño	Toni McCallum
Cliff DeGraw	Debby McGuire
Lynda Donahue	Moira McSweeney
Tiffany Donahue	Ed Murphy
Jeff Erickson	John Niederkorn
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George Glover	Cheryl Ramos
Brandon Granillo	David Robertson
Randy Henry	Sylvia Rodriguez
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Laurie Jackson	Derek Wickliff
Shirley Lewis	



Vacaville Unified  
School District

## STRATEGIC PLAN

### MISSION

*The Mission of the Vacaville Unified School District is to graduate all students with academic excellence, commitment to community and confidence to achieve their fullest potential through a rigorous standards-based education program and a collaborative partnership of families, community and staff.*

### Vacaville Unified School District Board of Education

David McCallum, President  
Larry Mazzuca, Vice President  
Sherie Mahlberg, Clerk  
Jerry Eaton  
Michael Kitzes  
Theresa Nutt  
Whit Whitman

John Niederkorn  
Superintendent and Board Secretary

Vacaville Unified School District  
401 Nut Tree Road  
Vacaville, CA 95687

### Facilitator

Shereene D. Wilkerson  
Associate Superintendent

Adopted and approved by the Board of  
Trustees on June 16, 2011

## Beliefs

### WE BELIEVE THAT . . .

- ◆ Every person is equally important.
- ◆ Individuals must take responsibility for their actions in order to enjoy the rights and privileges society provides.
- ◆ The family is the critical component in an individual's development.
- ◆ All students have unlimited potential.
- ◆ All students can learn.
- ◆ High expectations profoundly influence our performance and the performance of others.
- ◆ Every person is responsible for making the community a better place.
- ◆ Honesty and integrity are essential to building trusting relationships.
- ◆ Students learn best in a safe, healthy and respectful environment.
- ◆ Meaningful accomplishment enhances the motivation essential for continued success.

## Strategy 1

*We will provide a coherent, rigorous and relevant standards-based instructional program.*

- 1-1 **Ensure all students receive good first teaching, including the use of student engagement strategies and checking for understanding.**
- 1-2 **Ensure all certificated staff is engaged in meaningful collaborative time (Professional Learning Communities).**
- 1-3 **Ensure all sites know students by name and by need and provide targeted support for their high priority students.**
- 1-4 **Ensure all sites implement a Response to Instruction and Intervention system.**
- 1-5 **Ensure all sites operate a master schedule that reflects the needs of students.**

## Strategy 2

*We will build strong relationships based on mutual respect and trust.*

- 2-1 **Identify and reinforce relationships through common beliefs and expectations**
- 2-2 Expect, validate and celebrate professional behaviors and accomplishments.
- 2-3 Encourage and improve trust and positive working relationships with staff, students, families and community.
- 2-4 Continue to improve and expand modes of communication.

## Strategy 3

*We will continue to implement a wellness plan for students and staff, in partnership with families and community.*

- 3-1 **Provide safe and drug-free school sites.**
- 3-2 **Promote a youth-driven, holistic approach to optimal health for all students and staff.**
- 3-3 Enhance Wellness Policy implementation by promoting and engaging families, staff and community partners.
- 3-4 Provide clean, attractive, energy efficient environments at each school site.

## Objectives

### Strategy 4

*We will secure and optimize all resources to ensure our Mission is achieved.*

- 4-1 **Align resources to accomplish priorities within a balanced budget while maintaining the priority that our students are our primary concern.**
- 4-2 **Pursue both revenue and non-revenue enhancement opportunities.**
- 4-3 **Develop and implement strategies to increase student enrollment.**
- 4-4 **Provide and adequately maintain the physical facilities, capital equipment, and other resources necessary to achieve our mission and objectives.**

- ⇒ All students will graduate.
- ⇒ *All students will attain or exceed grade level proficiency as assessed by the District and State Assessments, thereby closing the Achievement Gap.*
- ⇒ *All students will achieve individualized challenging learning goals that prepare them for successful transition to further learning and/or a meaningful career.*
- ⇒ All students will act responsibly in the school and community.

**Bold = Action Plan Activated**