WESTERN PLACER
UNIFIED SCHOOL DISTRICT

WPUSD Board Meetings Held Via Go To Meeting While Shelter in Place Order is in Effect

Public Comments Accepted by Email and Telephone

During this time of local health concerns, the Western Placer Unified School District is following the State of California Executive Orders N-29-20 and N-33-20, which provide for holding public meetings electronically. The Western Placer Unified School District will convene Board of Trustee meetings using virtual technology. Members of the public can participate, while following the Stay at Home requirements currently in place statewide.

When an agenda is published online here, meeting information will be included on the agenda so the public can access the meeting live. There are three ways for members of the public to submit comments about items on the agenda:

1. **Email** - Submit a comment via email to the Superintendent's Administrative Assistant, Maria Gonzalez, at mgonzalez@wpusd.org at least two hours before the start of the meeting.
2. **Telephone** - Call the Superintendent's Administrative Assistant at (916) 645-6350 by 12:00 p.m. on Tuesday, February 2, 2021 to submit a comment.
3. **Go To Meeting Participation** - Please join my meeting from your computer, tablet or smartphone. https://global.gotomeeting.com/join/265339541

   You can also dial in using your phone.
   United States: +1 (872) 240-3412 **Access Code:** 265-339-541

   New *to GoToMeeting*? Get the app now and be ready when your first meeting starts: https://global.gotomeeting.com/install/265339541

Comments submitted by email, telephone or comments form will be placed into the record at the meeting but may or may not be read during the meeting call. We appreciate your patience during these extraordinary times. For questions, please contact Scott Leaman at (916) 645-6350 between 9:00 and 4:00 or email sleaman@wpusd.org.

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

MEMBERS OF THE GOVERNING BOARD

Kris Wyatt – President
Damian Armitage – Vice President
Brian Haley – Clerk
Criste Freymond – Member
Jason Price – Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations

	STUDENT ENROLLMENT		
School	**2019-2020 CALPADS**	**12/2/2020**	**1/5/2021**
Sheridan Elementary (K-5)	64	55	54
First Street Elementary (K-5)	447	418	415
Carlin C. Coppin Elementary (K-5)	441	415	414
Creekside Oaks Elementary (K-5)	609	456	459
Twelve Bridges Elementary (K-5)	652	589	594
Foskett Ranch Elementary (K-5)	412	378	380
Lincoln Crossing Elementary (K-5)	698	421	423
Scott Leaman Elementary (K-5)		481	483
Glen Edwards Middle School (6-8)	869	830	823
Twelve Bridges Middle School (6-8)	830	787	784
Lincoln High School (9-12)	2,071	2,113	2,114
Phoenix High School (10-12)	84	89	84
Atlas (K-12) (new 2019-2020)	40	29	29
SDC Program (18-22)	11	14	14
Non-Public Schools	31	31	29
TOTAL	**7259**	**7,106**	**7,099**

SDC Pre-School

Foskett Ranch	20
First Street/LIP	59
SLE	8

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District

Regular Meeting of the Board of Trustees

February 2, 2021

WPUSD District Office/City Hall Building–Go To Meeting

600 Sixth Street, Lincoln, CA 95648

AGENDA

2020-2021 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

1. **ANNOUNCEMENT:** EXECUTIVE ORDER N-29-30 TELECONFERENCE FLEXIBILITY
   This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All board members may attend the meeting by teleconference. This meeting will be a telephone conference call only. The public may listen/participate via instruction listed prior to section 3 of the agenda.

2. **ANNOUNCEMENT:** Should this Board Meeting encounter any security breech or inappropriate issues, the meeting will be ended immediately.

   To submit a public comment: Email - Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or Telephone – Call Superintendent's Administrative Assistant at (916) 645-6350 by 12:00 p.m. on Tuesday, February 2, 2021.

   Public comments regarding any item appearing on the agenda may be submitted by 12:00 p.m. on Tuesday, February 2, 2021. Individuals who wish to make a public comment to the Board of Trustee have two options. Choose only one option: 1. Make a VERBAL public comment (3 minute max), 2.Submit a WRITTEN public comment (500 word limit for public comment) which will placed into the record and may or may not be read during the meeting.

   Call to Order Open Session
   Please join my meeting from your computer, tablet or smartphone.
   https://global.gotomeeting.com/join/265339541

   You can also dial in using your phone.
   United States: +1 (872) 240-3412 **Access Code: 265-339-541**

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5:00 P.M. START

3. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – Go To Meeting

4. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. To submit a public comment, email the Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or call (916) 645-6350 to request a form be submitted on your behalf by 12:00 pm on the day of the Board meeting.

5:05 P.M.

5. CLOSED SESSION – WPUSD District Office – 4th Floor Zebra Conference Room

5.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

5.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

5.3 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release
Resolution ~~#CL~~20/21.3 Authorizing the Release of Temporary Certificated Employees
Roll call vote:

Open Session
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Regular Meeting of the Board of Trustees
February 2, 2021
Agenda

6:00 P.M.

6. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – District Office/City Hall Blvd., - Virtual Meeting – Go To Meeting

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

6.1 ***Page 11*- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

6.2 ***Page 12* - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

6.3 ***Page 13* - PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release
Resolution #~~CL~~20/21.3 Authorizing the Release of Temporary Certificated Employees

7. ***Page 15-70* - CONSENT AGENDA**

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

7.1 Certificated Personnel Report
7.2 Classified Personnel Report
7.3 Approval of Minutes for: January 19, 2021
7.4 Approval of Warrants
7.5 Ratification of Delta Wireless, Inc. for Radio Programming Services
7.6 Ratification of Agreement with Excel Photographers and Western Placer Unified School District – Twelve Bridges Elementary
7.7 Ratify Contract between Nor-Cal Roofing Inc. and Western Placer Unified School District
7.8 Disposal of Surplus Items – E Waste
7.9 Approve 2019-2020 School Accountability Report Cards (SARC's) Published in 2020-2021

Roll call vote:

8. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. To submit a public comment, email the Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or call (916) 645-6350 to request a form be submitted on your behalf by 12:00 pm on the day of the Board meeting.

9. REPORTS & COMMUNICATION

- Lincoln High School Student Advisory – Mattie Ridgway
- Western Placer Teacher's Association – Tim Allen
- Western Placer Classified Employee Association – Gus Nevarez
- Superintendent – Scott Leaman

10. ♦ACTION ♦DISCUSSION ♦INFORMATION

Members of the public wishing to comment on any items should complete a REQUEST TO ADDRESS BOARD OF TRUSTEES form. Please contact the Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org prior to the start of the meeting to request a form be submitted on your behalf.

10.1 Information/*Page 205* – GOVERNOR'S 2021-22 STATE BUDGET PROPOSALS – Kilpatrick *(20-21 G & O Component I, II, III, IV, V)*

10.2 Action ***Page 219* – MUTUAL SUNSHINE FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE WESTERN PLACER UNIFIED SCHOOL DISTRICT (WPUSD) AND THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION: CHAPTER #741 – Simon** *(20-21 G & O Component I, II, III, IV, V)*

10.3 Information/Discussion ***Page 222* – IN-PERSON/INTERCONNECT UPDATE– Leaman** *(20-21 G & O Component I, II, III, IV, V)*

10.4 Action ***Page 223* – ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** *(20-21 G & O Component I, II, III, IV, V)*

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

- BP 2220 – Administrative Staff Organization (Delete)
- AR 3310 – Purchasing (Delete)
- AR 4031 – Complaints Concerning Discrimination in Employment (Delete)
- AR 4117.4 – Dismissal (Delete)
- AR 5111.12 – Residency Based on Parenting/Guardian Employment (Delete)
- BP 5124 – Communication with Parents/Guardians (Delete)
- BP 5140 – Welfare (Delete)
- AR 5148.1 – Cal-SAFE Program (Delete)
- BP 6300 – Preschool/Early Childhood Education (Delete)
- BB 9321.1 – Closed Session Actions and Reports (Delete)

11. BOARD OF TRUSTEES

11.1 FUTURE AGENDA ITEMS

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

- School Safety
- Health

11.2 BOARD MEMBER REPORTS/COMMENTS

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**February 16, 2021** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To -Meeting

13. ADJOURNMENT

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

Posted: 012921
h:\board\agenda\020221

DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **District Office/City Hall Bldg. – Go To Meeting**
Date: **Tuesday, February 2, 2021**
Time: **5:05 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. CONFERENCE WITH LABOR NEGOTIATOR

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

1. **LICENSE/PERMIT DETERMINATION**
   - A. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   - A. Specify law enforcement agency
   - B. Title of Officer

3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
   - A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
   - B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
   - C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case: Mark Babbin and CAL200, S.F. County Superior Court (Case No. CPF-15-514477.

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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DISTRICT GLOBAL GOALS
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Employment/Discipline/Dismissal/Release
Approve Closed Session Resolution 20/21.3
Authorizing the Release of Temporary
Certificated Employees

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Gabe Simon, Ed.D.
Assistant Superintendent of
Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Pursuant with Education Code 44954 the District may end its employment relationship with all Temporary Certificated Employees by notifying said employees that their temporary employment term ends at the close of the 2020-2021 school year. Temporary employees were notified of their temporary employment status upon signing their initial Notification of Hire.

RECOMMENDATION:

Administration recommends that the Board of Trustees approve Closed Session Resolution 20/21.3 authorizing the release of Certificated Temporary Employees at the close of the 2020-2021 school year. Disclose action taken in closed session.

CONSENT AGENDA ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Gabriel Simon GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

February 2, 2021

CERTIFICATED/MANAGEMENT

NEW HIRES:

1. Name: Madison Yule
   Position: Temporary 5th Grade Teacher
   FTE: 1.0 FTE
   Effective: January 19, 2021
   Site: First Street Elementary School

REQUEST FOR LEAVE OF ABSENCE: None

REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS):

1.(a) Name: Kimberly Middelton
   Position: 4th Grade Teacher
   FTE: .5 FTE
   Effective: July 1, 2021
   Site: Carlin C Coppin Elementary School

(b) Name: Alexis Radtke
   Position: 4th Grade Teacher
   FTE: .5 FTE
   Effective: July 1, 2021
   Site: Carlin C Coppin Elementary School

RESIGNATIONS: None

RETIREMENTS: None

TRANSFERS/PROMOTIONS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Gabriel Simon GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
February 02, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

February 02, 2021

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Kay McMullen
   Position: Dispatcher/Driver Trainer
   FTE: 8.0 hours
   Days: 11 Months
   Effective: February 01, 2021
   Site: Transportation

REHIRE: None

TRANSFER/PROMOTIONS: None

ADDITIONAL POSITION:

1. Name: Michelle Renee Garcia
   Position: Campus/Cafeteria Supervisor
   FTE: 1.84 hours
   Days: 10 Months
   Effective: January 19, 2021
   Site: Creekside Oaks Elementary School

REQUEST FOR LEAVE OF ABSENCE (Maternity Leave): None

REQUEST FOR LEAVE OF ABSENCE: None

RESIGNATIONS:

1. Name: Maya Chavez
   Position: Instructional Aide
   Effective: January 16, 2021
   Site: Scott M. Leaman Elementary

RETIREMENTS: None

REQUEST FOR UNPAID LEAVE OF ABSENCE: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

- January 19, 2021 Regular Board of Trustee Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- January 19, 2021 Regular Board of Trustee Meeting

RECOMMENDATION:

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

wp/rk/factform

Western Placer Unified School District

Regular Meeting of the Board of Trustees

January 19, 2021

WPUSD District Office/City Hall Building–Go To Meeting

600 Sixth Street, Lincoln, CA 95648

MINUTES

2020-2021 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

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

Board Members Present via Teleconference:

Kris Wyatt, President
Damian Armitage, Vice President
Brian Haley, Clerk
Jason Price, Member
Criste Freymond, Member

Others Present via Teleconference:

Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Gabe Simon, Assistant Superintendent of Personnel Services
Maria Gonzalez, Administrative Assistant to the Superintendent
Matthew Nobert, Lincoln News Messenger

1. **ANNOUNCEMENT:** EXECUTIVE ORDER N-29-30 TELECONFERENCE FLEXIBILITY
   This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All board members may attend the meeting by teleconference. This meeting will be a telephone conference call only. The public may listen/participate via instruction listed prior to section 3 of the agenda.

2. **ANNOUNCEMENT:** Should this Board Meeting encounter any security breech or inappropriate issues, the meeting will be ended immediately.

5:00 P.M. START

3. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – Go To Meeting

4. **COMMUNICATION FROM THE PUBLIC**
   There was no communication from the public

5:05 P.M.

5. **CLOSED SESSION** – WPUSD District Office – 4th Floor Zebra Conference Room

   5.1 **CONFERENCE WITH LABOR NEGOTIATOR**
   Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

5.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

5.3 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release
Employee #CL20/21.2 Discipline/Dismissal/Release
Roll call vote:

6:00 P.M.

6. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – Go To Meeting
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

Mr. Leaman explained the process of the meeting. The President will introduce the items that are being presented. We will have the person presenting the item speak on the item, and then Mrs. Wyatt will ask if there are any questions. We will take comments during the comments portion. We will then close down the time for discussion. When board is discussing item please do not interrupt the Board discussing the item.

6.1 ***Page 11*- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

6.2 ***Page 12* - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

No action taken

6.3 ***Page 13* - PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release
Employee # CL20/21.2 Discipline/Dismissal/Release

Mr. Haley stated that in closed session the board unanimously approved and ratified the Resignation Agreement between classified employee 20/21.2 and the Western Placer Unified School District. The Board of Trustees has accepted the employee's resignation.

7. ***Page 15-190*** **- CONSENT AGENDA**
   - 7.1 Certificated Personnel Report
   - 7.2 Request for Reduced Work Load
   - 7.3 Classified Personnel Report
   - 7.4 Approval of Request for Unpaid Leave of Absence
   - 7.5 Approval of Minutes for: December 1 & 15, 2020
   - 7.6 Approval of Warrants
   - 7.7 Ratification of Contract with East Bay Restaurant Supply and Western Placer Unified School District
   - 7.8 Ratification of Contract with Titan School Solutions and Western Placer Unified School District
   - 7.9 Ratification of Contract – Diverse Network Associates Inc. and Western Placer Unified School District
   - 7.10 Ratification of Contract with Linmoore Fencing and Western Placer Unified School District – Lincoln Crossing Elementary
   - 7.11 Agreement for Linmoore Fencing and Iron Works Inc. and Western Placer Unified School District
   - 7.12 Approve Contract between Siemens Industry and WPUSD
   - 7.13 Approve Contract between Siemens Industry and WPUSD – Inspection Services
   - 7.14 Report of Disclosure Requirement for Quarterly Reports of Investments
   - 7.15 Ratify Contract Between Nor-Cal Roofing Inc. and Western Placer Unified School District
   - 7.16 Agreement for Certified Safe Backflow Testing & Repair and Western Placer Unified School District
   - 7.17 Disposal of Surplus Items
   - 7.18 Acceptance of Glen Edwards Middle School Additions and Modernization Phase II Project and Approval of Notice of Completion
   - 7.19 Approve Resolution 20/21.19 Regarding Authorization to Teach Elective Courses
   - 7.20 Ratification of Agreement between California State University Sacramento and the Western Placer Unified School District
   - 7.21 William Uniform Quarterly Complaint Report

Kris Wyatt wanted to make a comment to congratulate Shamryn Coyle, who is resigning from Carlin Coppin. She has been a true person that has cared about our community, our school and children. Mrs. Wyatt also wanted to congratulate Jenifer Hladun who is moving to the Lincoln High School to become a Fighting Zebra.

Jim Houck requested clarification on item 7.11 which showed an amount of $3,800 on the coversheet, yet within the contract there was a different amount. Mr. Haley stated that 7.10 is a different quote than item 7.11. Motion by Mr. Armitage, seconded by Mr. Haley and passed by a 5-0 ***(Ayes:*** *Haley, Price, Freymond, Armitage, Wyatt* ***No:*** *None)* roll call vote to approve consent agenda as amended with the exception of item 7.10 Ratification of Contract with Linmoore Fencing and Western Placer Unified School District – Lincoln Crossing Elementary and item 7.11 Agreement for Linmoore Fencing and Iron Works Inc. and Western Placer Unified School District for further discussion and clarification as an action item.

8. COMMUNICATION FROM THE PUBLIC

There was no communication from the public

9. REPORTS & COMMUNICATION

➢Lincoln High School Student Advisory – Mattie Ridgway reported the following:

- Welcomed the new members of the Board
- Met Mrs. Hladun, new Principal for LHS and stated she is great
- A large number of students are quarantined unfortunately at Lincoln High School. She is currently being quarantined as well.
- Sports teams are having google meets, informational meetings
- The leadership class has asked if there is anything that can be done for the senior class gradation this year. They are willing to do anything to have a graduation and are willing help anyway they can.

➢Western Placer Teacher's Association – Tim Allen wanted to let the Board know of a Three items they are focused on as they move forward into 2021. One, they are looking forward to rolling into a new administration tomorrow. It has been their view that, the Federal Administration has not been much help and they are looking forward to a new Secretary of Education coming in with pro public education people in charge in Washington DC. Two, vaccinations are coming up for staff. Looking forward to the case numbers going down. Third, the state budget which we have been learning a lot about and it is looking better than we had thought. Tim stated they are looking forward to the collective bargaining process that is starting soon. He advised the Board members they would be receiving an invitation to an online meeting from the CTA service center.

➢Western Placer Classified Employee Association – Jim Houck welcomed the new Board members. He stated that everyone is working really hard to keep the schools going.

➢Superintendent – Scott Leaman

- Met today to discuss Twelve Bridges High School branding
- Mr. Maul will be located at Twelve Bridges Middle School temporarily
- Regarding Maddie's comments about graduation, we are constantly talking to Placer County Health regarding what we can do. The challenge we ran into last year is that things take time to plan.
- Audrey will deliver a Governor's Budget update. We had a meeting on Friday so we were not able to get it into this meeting.
- Last Friday was Shamryn Coyle's last day with us. She will be a Director of five counties implementing universal design curriculum and be housed at Placer County Office of Education. Ruben Ayala, past Principal at First Street School is going to be the interim Principal at Carlin C Coppin for the remainder of the year. Mr. Maul is moving to the new high school so Mrs. Hladun from Lincoln Crossing will be the new Principal at Lincoln High School. Denise Parnell will be the interim Principal at Lincoln Crossing.
- We received a letter from CIF about being in purple indicating there are still limits on what we can do regarding sports since there were a couple of school playing football
- We think this year will be different than last year. There are new things on the horizon that we will discuss later

Items pulled from the consent agenda for discussion:

7.10 Ratification of Contract with Linmoore Fencing and Western Placer Unified School District – Lincoln Crossing Elementary – Jim Hoack requested clarification on item 7.11 which led to discussion about 7.10 and if it was a separate contract. Audrey Kilpatrick stated that this is a separate contract from item 7.11. Motion by Mr. Price, seconded by Mr. Haley, and passed by a 5-0 (**Ayes**: *Price, Armitage, Freymond, Haley, Wyatt* **No:** *None*) roll call vote to approve the Ratification of Contract with Linmoore Fencing and Western Placer Unified School District – Lincoln Crossing Elementary.

7.11 Agreement for Linmoore Fencing and Iron Works Inc. and Western Placer Unified School District – Jim Houck requested clarification on the contract amount of item 7.11. Audrey Kilpatrick stated that the Fact Sheet for this item incorrectly listed $3800.00 as the contract amount, and the contract actually has two quotes attached to it, one for $3800.00 and the other for $7,050.00 for a total contract amount of $10,850.00. Motion by Mr. Haley, seconded by Mrs. Freymond, and passed by a 5-0 (**Ayes**: *Armitage, Freymond, Haley, Price, Wyatt,* **No:** *None*) roll call vote to approve the Agreement for Linmoore Fencing and Iron Works Inc. and Western Placer Unified School District for the new amount of $10,850.00. Mr. Leaman clarified we are approving the contract as stated in the board packet, it was the fact sheet that listed the incorrect amount, but the contracts were in the packet with the amounts correctly listed.

10. ♦ACTION ♦DISCUSSION ♦INFORMATION

10.1 Discussion/*Page 194* – RECEIPT OF THE 2019-20 AUDITED FINANCIAL STATEMENTS – Kilpatrick *(20-21 G & O Component I, II, III, IV, V)*

Audrey Kilpatrick introduced Elizabeth Sav from Crowe, LLP who would be presenting the information. The audit firm, Crowe LLP, has performed the required independent annual audit and submitted our audited our submitted our audit report to the State Controller's Office as required by law and presented highlights of the Audited Financial Statements at the meeting. Elizabeth reviewed areas of interest and reviewed page 242 with the board. There were no modifications and this was a very clean audit. Mrs. Kilpatrick stated that the staff at the school sites, clerks, site secretaries, teachers, and everyone involved have done a great job ensuring the processes are in place.

10.2 Discussion/*Page 288* – RECEIPT OF THE 2019-20 MEASURE A AND MEASURE N GENERAL OBLIGATION BONDS AUDITED FINANCIAL STATEMENTS AND PERFORMANCE AUDITS – Kilpatrick *(20-21 G & O Component I, II, III, IV, V)*

Audrey Kilpatrick introduce Elizabeth Sav to present the audit on Measure A and Measure N General Obligation Bonds. Elizabeth Sav with Crowe LLP, reviewed Measure A and stated it was a very clean audit which includes a financial and performance audit. Part of the audit is ensuring that the bond monies are being spent on what they were approved for by the bond. Measure N audit is very similar to the Measure A audit and Elizabeth

shared the findings of the audit. The results of the audit indicates that, in all significant respects, Western Placer Unified School District Expended Measure A and Measure N General Obligation Bond funds for the year ended June 30, 2020 only for specific projects developed by the District's Board of Trustees and approved by the voters, in accordance with the requirements of Proposition 39.

Mrs. Kilpatrick stated that controls set in place and having a great facilities team ensures that we spend the bond money as approved. This information will also be presented to the oversight committee.

10.3 Action *Page 330* – **APPROVE RESOLUTION NO. 20/21.20 - AUTHORIZING WPUSD TO EXECUTE ACTION OF A JOINT EXERCISE OF POWERS AGREEMENT RELATING TO THE CALIFORNIA MUNICIPAL AUTHORITY AND AGREEMENT– Kilpatrick** *(20-21 G & O Component I, II, III, IV, V)*

Audrey Kilpatrick introduced Cathy Dominico from Capital Public Finance Group to present the information. Cathy stated to the new board members that she is the financial advisor for the district and works with bonds and facilities planning and school construction issues. When new development comes in, new homes come with kids. State law allows for statutory developer fees for schools. The District has several mitigation agreements with real estate developers to provide enhanced funding for the construction of school facilities in order to serve such development. This resolution is for the District to join the California Municipal Finance Authority (CMFA), which is a statewide joint powers authority, has designed the Bond Opportunities for Land Development (BOLD) program to help municipalities and school district work with developers to cost-effectively fiancé public infrastructure projects and school mitigations fees. There is no monetary obligation or potential legal liability for taking this action. This program will be more beneficial for the district as we will receive our money sooner.

Motion by Mr. Haley, seconded by Mr. Armitage and passed by a 5-0 *(**Ayes:** Freymond, Haley, Price, Armitage, Wyatt, **No**: None) roll call* vote to Approve Resolution No. 20/21.20 Authorizing WPUSD to Execute Action of a Joint Exercise of Powers Agreement Relating to the California Municipal Authority and Agreement

10.4 Information/*Page 343* – **HORIZON CHARTER SCHOOLS 2019-20 ANNUAL FINANCIAL STATEMENTS AND AUDIT REPORT – Kilpatrick**
(20-21 G & O Component I, II, III, IV, V)

Audrey Kilpatrick presented the Horizon Charter Schools annual financial statements and audit report. Western Placer Unified School District as the sponsoring authority for the Horizon Charter Schools, is responsible for fiscal oversight. Fedderson & Company LLP, prepared the annual audit

report of Horizon Charter Schools for fiscal year ended June 30, 2020. A couple of items needed to be adjusted that were not closed correctly when they were closing their books. In summary no findings for the current year or prior year for the Horizon Charter.

10.5 **Information/*Page 383*** – **JOHN ADAMS ACADEMIES INC. CHARTER SCHOOLS 2019-20 CONSOLIDATED FINANCIAL STEMENTS WITH AUDITOR'S REPORT – Kilpatrick** *(20-21 G & O Component I, II, III, IV, V)*

Audrey Kilpatrick stated the Western Placer Unified School District as the sponsoring authority for the John Adams Academy Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review. Gilbert Associates, Inc. prepared the annual audit report of John Adams Academies Inc. Charter Schools for fiscal year ended June 30, 2020. This report is a bit different because they are incorporated and have multiple school sites included in the information. No audit adjustments and no findings were found for John Adams Academies.

10.6 **Action** ***Page 421*** – **MUTUAL SUNSHINE PROPOSAL FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE WESTERN PLACER UNIFIED SCHOOL DISTRICT (WPUSD) AND THE WESTERN PLACER TEACHER'S ASSOCIATION (WPTA) – Simon** *(20-21 G & O Component I, II, III, IV, V)*

Gabe Simon presented the WPTA Sunshine collective bargaining agreement for approval. Was brought to the last board meeting for information discussion. Motion by Mr. Armitage, seconded by Mr. Price and passed by a 5-0 *(**Ayes**: Armitage, Freymond, Haley, Price, Wyatt **No**: None)* vote to approve the Sunshine for Negotiations regarding the Collective Bargaining Agreement between the Western Placer Unified School District (WPUSD) and the Western Placer Teacher's Association (WPTA).

10.7 **Information/ Discussion** ***Page 424*** – **MUTUAL SUNSHINE FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN THE WESTERN PLACER UNIFIED SCHOOL DISTRICT (WPUSD) AND THE CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION: CHAPTER #741 – Simon** *(20-21 G & O Component I, II, III, IV, V)*

Gabe Simon presented the Sunshine agreement with Western Placer California School Employees Association Chapter #741 collective bargaining agreement for discussion. This is an annual process, the Sunshine collective bargaining agreement will come back for board approval.

10.8 **Information/Discussion** ***Page 428*** **– COVID UPDATE– Leaman** *(20-21 G & O Component I, II, III, IV, V)*

Scott Leaman shared Covid update information with the Board. He shared a chart that showed the total cases by week since we opened for in person learning and a second chart showed the number of students who have been considered "contacts" for Covid cases. The "contact" numbers are a bit more concerning. We have had 1450 students out in quarantine as "contact" students. Mr. Leaman also reviewed a pie chart on page 430 of the board packet which shows the total/percentage of students in distance learning 4758/(32%) vs in-person learning 2231/(68%). In our district the same teacher that teaches distance learning, also teaches in person to their classroom, so if a student is quarantined, he/she still has the same teacher that they have while in person. We had 350 students after the Christmas break go from distance to in person learning and about 150 students go from in person to distance learning. Mr. Leaman also shared a Graph on page 429 of the board packet which shows the number of kid's in-person vs distance students by grade. The graph show that as a percentage, most kids in school are at the primary level. As you go up the grade levels, the higher grades are more distance learning.

Amy Ridgeway stated that two of her kids have been quarantined but the schools have been fantastic with keeping the students still being taught.

10.9 **Information/Discussion** ***Page 431*** **– SAFE SCHOOLS FOR ALL PLAN– Leaman** *(20-21 G & O Component I, II, III, IV, V)*

Scott Leaman shared information that was received last Wednesday. The Governor released a "Governor's Proposals for the 2021-22 State Budget and K-12 Education". Mr. Leaman shared a slide show which listed updated public health guidance for reopening K-12 schools. Updated guidance outlines specific actions, or core mitigation strategies, schools sites should take to keep students and staff safe and include, but are not limited to the following: Increased *Face Coverings* which now includes 2nd grade and below, *Symptom and Exposure Screening*, which is similar to what we have been doing , except for a change to a 10 day quarantine instead of 14 days, *Cleaning and Disinfection*, since the transfer of the virus is airborne and not through touch, this may lead to letting students use outdoor equipment and continue to wash their hands and use hand sanitizers, *Training of Staff and Educating Parents*, and *Testing*. The plan talks about asymptomatic testing. Our local Placer County Health doctors do not feel that asymptomatic testing helps. The plan is based on where your county is and where your positivity rate is. We are at 56 per 100,000. We would need to get down to 25 to be able to test each student and staff every two weeks. Where we are now, we would need to test every asymptomatic student and staff every week. This plan is split into two types of school districts, those that are open and those that are not open. If you are not open and you are in our county, you cannot open. They can open if the follow

the new guidelines. Districts that are open can stay open but there is a new guideline that states they prefer 6 feet between students in the classroom but at no time can it be less than 4 feet of distance. The previous school plan stated that if 5% of your students are positive over a 14 day period, schools would need to close. The new guidelines are looking at cohorts at the schools, for example if you have 3 students who are together somehow and are not in the same family, and did not get Covid outside of school, then you have what is considered and outbreak and you would need to close the schools. We have not had this happen in our schools.

There are some steps we need to take since we are already open and the information is due by February 1, 2021. The Governors reopening plan wants to take $2 billion dollars from our Proposition 98 funds. He wants to include this in a grant that would provide funding for reopening schools but you would need to test all students and staff. The funding would run out with in about 6 weeks due to the testing cost. Another step for the grant is to ensure that all students have access to high speed internet which may be difficult for students who live out in the country and it may not be option.

Mr. Leaman explained the next steps WPUSD is taking regarding the Governor's Proposal. We will work on getting clarification on spacing, align items in document with our current practices. We need to explore when released with funding and requirements, confirm timeline and decide to submit or pass. Regarding vaccines for educators, we were next in line, however the Federal Government has declared 65 or older need to get their vaccines first. Placer County has a large 65 and over community which has pushed educators back until the 65 and over community is vaccinated.

Jason Price asked if we are already open, do we have to apply for the grant or can we just continue to be open or will they prohibit us from being open. Mr. Leaman advised we do not have to apply for the grant.

11. BOARD OF TRUSTEES

11.1 FUTURE AGENDA ITEMS

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

- School Safety
- Health

11.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Armitage had no report

Mrs. Freymond stated she was honored and lucky to be able to go and visit the new school. She took some pictures and discussed with the Kiwanis club and they are very excited for the school to open

Mr. Haley had no report

Mr. Price wanted to thank the labor groups for allowing for flexibility and not asking to engage in a relatively long negotiations process. I know that this has hit that group of people as it has all of us and there is probably some concern around what compensation is going to look for them in years to come and I appreciate their willingness to be part of the team.
Mrs. Wyatt received a letter from Placer County Office of Education and it is about our budget overview. So if any of the Board members would like to review it she can provide a copy of they would like one. Mrs. Wyatt thanked Audrey Kilpatrick for great audit.

12. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **February 2, 2021** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To -Meeting
- **February 16, 2021** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To -Meeting

13. ADJOURNMENT

There being no further business, the meeting was adjourned at 7:51 p.m.

Kris Wyatt, President

Brian Haley, Clerk

Scott Leaman, Superintendent

Maria Gonzalez, Administrative Assistant to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:
Warrants may be found at
www.wpusd.org

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the January 19, 2021 board meeting.

RECOMMENDATION:

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

wp/rk/factsheetwarrants

Checks Dated 01/27/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85776760	01/27/2021	Schneider, Cherie M	01-4300		99.00
85776761	01/27/2021	A-Z BUS SALES INC	01-4365		195.29
85776762	01/27/2021	ADI HONEYWELL INTERNATIONAL	01-4300		223.08
85776763	01/27/2021	AERIAL LIFT SERVICE CO INC	01-4300	161.09	
			01-4400	550.00	
			01-5600	480.00	1,191.09
85776764	01/27/2021	BARE BONES WORKWEAR	01-4300		175.00
85776765	01/27/2021	BRET A ZIPPRIAN	01-5800		170.00
85776766	01/27/2021	BRIGHT START THERAPIES INC	01-5800		1,485.00
85776767	01/27/2021	C & S TELECOMMUNICATIONS INC	01-5600		1,806.56
85776768	01/27/2021	CDW GOVERNMENT INC	01-4300	3,194.53	
			01-4400	16,925.93	20,120.46
85776769	01/27/2021	CITY OF LINCOLN - ALARM PRGM LINCOLN POLICE DEPARTMENT	01-5800		75.00
85776770	01/27/2021	CROWE LLP	01-5811	5,590.00	
			21-5811	800.00	6,390.00
85776771	01/27/2021	DAWSON OIL COMPANY	01-4365		1,745.40
85776772	01/27/2021	DECKER EQUIPMENT	01-4300		30.51
85776773	01/27/2021	DMV - DEPT OF MOTOR VEHICLES	01-5800		54.00
85776774	01/27/2021	FAR WEST RENTS & READY MIX	01-4300		225.22
85776775	01/27/2021	GCR TIRES & SERVICE	01-4360		369.27
85776776	01/27/2021	GRAINGER	01-4300		545.38
85776777	01/27/2021	HOME DEPOT CREDIT SERVICES	01-4300		1,137.26
85776778	01/27/2021	HORIZON	01-4300		454.75
85776779	01/27/2021	INDUSTRIAL PLUMBING SUPPLY	01-4300		298.66
85776780	01/27/2021	LOWE'S	01-4300		466.65
85776781	01/27/2021	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		292.50
85776782	01/27/2021	LOZANO SMITH LLP	01-5200		150.00
85776783	01/27/2021	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		3,172.50
85776784	01/27/2021	NOR-CAL ROOFING INC	01-5600		13,068.00
85776785	01/27/2021	One Workplace L. Ferrari, LLC	21-4300	259,998.74	
			21-4400	278,819.68	
			21-5800	156,637.99	695,456.41
85776786	01/27/2021	PACIFIC GAS & ELECTRIC CO	01-5510	68,477.01	
			01-5530	15,669.94	84,146.95
85776787	01/27/2021	PCOE - PLACER CO OFFICE OF ED	01-5800		64,100.00
85776788	01/27/2021	PRECISION EXAMS, LLC	01-5800		4,950.00
85776789	01/27/2021	PSYCHED SERVICES	01-5800		3,435.00
85776790	01/27/2021	RSD - REFRIGERATION SUPPLIES	01-4300		578.40
85776791	01/27/2021	SAFEWAY INC	01-4300		200.84
85776792	01/27/2021	SCHOOL TECH SUPPLY	01-4400		265,781.00
85776793	01/27/2021	SIEMENS INDUSTRY INC	01-5600		7,945.00
85776794	01/27/2021	SIG EMPLOYEE BENEFITS TRUST	76-9558		720,251.25
85776795	01/27/2021	STATE OF CALIFORNIA - DOJ	01-5821		245.00
85776796	01/27/2021	SWRCB/Storm Water Section	01-5800		1,474.00

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

Checks Dated 01/27/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85776797	01/27/2021	UNIFIRST CORPORATION	01-5800		586.14
85776798	01/27/2021	WAXIE'S SANITARY SUPPLY	01-4300		252.25
85776799	01/27/2021	WELLNESS TOGETHER	01-5800		3,577.73
85776800	01/27/2021	Cubias, Reynaldo A	01-4300		150.00
85776801	01/27/2021	Jeane, Tara	01-4300		87.00
85776802	01/27/2021	Kornacki-Castillo, Kelly J	01-4300		47.13
85776803	01/27/2021	McKay, Chris	01-4300		213.87
85776804	01/27/2021	Sisney, Courtney A	01-4300		25.73
85776805	01/27/2021	ALL METALS SUPPLY INC	01-4300		512.58
85776806	01/27/2021	BRAINPOP LLC	01-4300		230.00
85776807	01/27/2021	CASCWA	01-5200		175.00
85776808	01/27/2021	CDW GOVERNMENT INC	01-4300	212.01	
			01-5800	211.84	423.85
85776809	01/27/2021	COAST TO COAST COMPUTER PRODUCTS	01-4300		167.29
85776810	01/27/2021	FLORA FRESH, INC.	01-4300		188.50
85776811	01/27/2021	FLORAL RESOURCES SACRAMENTO	01-4300		7.24
85776812	01/27/2021	FOLLETT EDUCATIONAL SERVICES	01-4300		35.76
85776813	01/27/2021	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		38.96
85776814	01/27/2021	HAWTHORNE EDUCATIONAL SERVICES	01-4300		1,447.88
85776815	01/27/2021	J's COMMUNICATIONS INC	01-4300		187.56
85776816	01/27/2021	KYOCERA	01-5600		102.27
85776817	01/27/2021	LAKESHORE LEARNING MATERIALS	01-4300		29.49
85776818	01/27/2021	NASCO MODESTO	01-4300		49.28
85776819	01/27/2021	OFFICE DEPOT	01-4300		199.11
85776820	01/27/2021	RENAISSANCE LEARNING INC.	01-5800		59.60
85776821	01/27/2021	SIERRA SAFETY COMPANY INC	01-4300		97.33
85776822	01/27/2021	TEACHERS PAY TEACHERS DEPT. 6759	01-4300		156.98
85776823	01/27/2021	WEST MUSIC	01-4300	207.45	
			Unpaid Tax	13.05-	194.40
85776824	01/27/2021	DANIELSEN COMPANY	13-4710		5,884.75
85776825	01/27/2021	FIERY GINGER FARM	13-4710		990.50
85776826	01/27/2021	GENERAL PRODUCE CO LTD	13-4710		2,992.50
85776827	01/27/2021	GOLD STAR FOODS, INC	13-4710		5,872.04
85776828	01/27/2021	HIGHLAND ORCHARD LLC	13-4710		1,305.00
85776829	01/27/2021	ORIENTAL TRADING COMPANY INC	01-4300		1,116.85
85776830	01/27/2021	S & S WORLDWIDE	01-4300		1,268.03
85776831	01/27/2021	Tamales Los Mayas LLC	13-4710		9,700.00
85776832	01/27/2021	WEST COAST PAPER COMPANY	01-4300	4,971.37	
			13-4380	697.45	5,668.82
85776833	01/27/2021	Angela Hookins	13-8634		36.90
85776834	01/27/2021	Jessie David	13-8634		42.85
85776835	01/27/2021	Sadia Subhani-Khan	13-8634		90.50

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Checks Dated 01/27/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85776836	01/27/2021	Vazquez, April	76-9554		240.11
85776837	01/27/2021	AT&T BUSINESS SERVICE	01-5560		104.00
85776838	01/27/2021	CITY OF LINCOLN / PG&E REIMB	01-5500		19,522.89
85776839	01/27/2021	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		1,183.59
85776840	01/27/2021	PACIFIC GAS & ELECTRIC CO	01-5510	19,689.29	
			01-5530	7,349.05	27,038.34
85776841	01/27/2021	WHEST KOAST PLUMBING	01-5600	694.00	
			35-5600	18,643.00	19,337.00
85776842	01/27/2021	MITEL BUSINESS SYSTEMS INC	01-4300	25,327.90	
			01-4400	11,460.00	36,787.90
		Total Number of Checks	**83**		**2,050,929.93**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	71	587,939.72
13	Cafeteria Fund	10	27,612.49
21	Building Fund #1	2	696,256.41
35	Schools Facilities (Prop 1A)	1	18,643.00
76	Payroll Fund	2	720,491.36
	Total Number of Checks	**83**	2,050,942.98
	Less Unpaid Tax Liability		13.05-
	Net (Check Amount)		**2,050,929.93**

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Checks Dated 01/21/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85775984	01/21/2021	Johnson, Crystal D	01-4300		75.00
85775985	01/21/2021	Pyatt, Boyd C	01-4300		14.47
85775986	01/21/2021	Rowe, Scott H	01-4300		115.00
85775987	01/21/2021	49ER WATER SERVICES	01-5800		1,628.00
85775988	01/21/2021	A-Z BUS SALES INC	01-4365		104.54
85775989	01/21/2021	ADVANCED INTEGRATED PEST PEST MNGMT	01-5800		1,354.00
85775990	01/21/2021	AT&T	01-5560		4,543.98
85775991	01/21/2021	AT&T BUSINESS SERVICE	01-5560		217.03
85775992	01/21/2021	CAPITOL CLUTCH AND BRAKE INC	01-4365		22.87
85775993	01/21/2021	CAPITOL PUBLIC FINANCE GROUP	25-5800		6,750.00
85775994	01/21/2021	CDW GOVERNMENT INC	01-4300	688.74	
			01-4390	33.60	
			01-5800	2,243.39	2,965.73
85775995	01/21/2021	CITY OF LINCOLN	01-5540	4,045.57	
			01-5550	4,186.29	
			01-5570	15,280.88	23,512.74
85775996	01/21/2021	CITY OF LINCOLN / PG&E REIMB	01-5510		2,555.10
85775997	01/21/2021	DAWSON OIL COMPANY	01-4345	6,150.00	
			01-4350	8,589.39	14,739.39
85775998	01/21/2021	DELL MARKETING LP C/O DELL USA LP	01-4300		3,913.96
85775999	01/21/2021	E-FILLIATE INC	01-4300		465.45
85776000	01/21/2021	EXCELCHEM ENVIRONMENTAL LAB	01-5800		221.00
85776001	01/21/2021	GEARY PACIFIC SUPPLY	01-4300		194.12
85776002	01/21/2021	GRAINGER	01-4300		309.42
85776003	01/21/2021	JERAMY D RADMALL PRODIGY ELEC & CONTROLS INC	01-6400		975.00
85776004	01/21/2021	KYOCERA	01-4300	11.84	
			01-5600	3.94	15.78
85776005	01/21/2021	LEARNING SOLUTIONS INC	01-5800		3,137.88
85776006	01/21/2021	LOZANO SMITH LLP	01-5810	3,229.50	
			25-5810	8,826.61	12,056.11
85776007	01/21/2021	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		5,265.00
85776008	01/21/2021	MEDICAL BILLING TECHNOLOGIES	01-5800		44.50
85776009	01/21/2021	NANCY ALEXANDER-STORM	01-5800		2,900.78
85776010	01/21/2021	NATIONAL SCIENCE TEACHER ASSOC	01-5200		120.00
85776011	01/21/2021	NAVIA BENEFIT SOLUTIONS	01-5800		96.05
85776012	01/21/2021	OTIS ELEVATOR COMPANY	01-5600		2,680.95
85776013	01/21/2021	PACIFIC GAS & ELECTRIC CO	01-5510	13,454.03	
			01-5530	4,790.10	18,244.13
85776014	01/21/2021	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		15,956.75
85776015	01/21/2021	PLACER COUNTY CLERK-RECORDER ELECTIONS DIVISION	01-5813		49,849.68

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Checks Dated 01/21/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85776016	01/21/2021	PLACER LEARNING CENTER	01-5800		24,657.50
85776017	01/21/2021	POWER PROTECTION PLUS	01-5600		360.00
85776018	01/21/2021	RAY MORGAN CO. / CHICO	01-5600		57.75
85776019	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		139.04
85776020	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-4300	238.52	
			01-5600	517.10	755.62
85776021	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		300.85
85776022	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		121.51
85776023	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		556.94
85776024	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		1,403.03
85776025	01/21/2021	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		1,305.00
85776026	01/21/2021	RIEBES AUTO PARTS	01-4365		1,207.36
85776027	01/21/2021	SAFELITE FULFILLMENT INC	01-4365	167.34	
			01-5600	405.00	572.34
85776028	01/21/2021	SCHOOL STEPS, INC.	01-5800		20,906.25
85776029	01/21/2021	SCHOOL TECH SUPPLY	01-4300	2,246.41	
			01-4400	2,998.00	5,244.41
85776030	01/21/2021	SIERRA FOOTHILLS ACADEMY	01-5800		933.00
85776031	01/21/2021	SIERRA OFFICE SUPPLIES &	01-4300		651.41
85776032	01/21/2021	SIG SCHOOLS INSURANCE GROUP	01-5460		5,929.00
85776033	01/21/2021	SPECIALIZED EDUC OF CA, INC.	01-5800		12,416.25
85776034	01/21/2021	SUNBELT RENTALS	01-5600		1,340.43
85776035	01/21/2021	SWRCB/Storm Water Section	21-5800		1,736.00
85776036	01/21/2021	T-MOBILE USA INC	01-5903		3,103.87
85776037	01/21/2021	TAG / AMS INC	01-5800		385.00
85776038	01/21/2021	THE CEDAR BUYING GROUP INC	01-5300		772.00
85776039	01/21/2021	UNIFIRST CORPORATION	01-5800		1,078.86
85776040	01/21/2021	VIKING SHRED LLC	01-5800		145.99
85776041	01/21/2021	WALTER MAY	21-5800		680.00
85776042	01/21/2021	WAVE	01-5560	1,114.31	
			01-5903	3,569.25	4,683.56
85776043	01/21/2021	WESTERN PLACER WASTE MGT AUTH ACCOUNTING DIVISION WPWMA	01-5540		389.45
85776044	01/21/2021	Getz, Pamela	01-4300		148.99
85776045	01/21/2021	Hochstatter, Krista M	01-4300		85.75
85776046	01/21/2021	Moss, Samantha J	01-4300		33.98
85776047	01/21/2021	Perry, Julie F	01-4300		50.63
85776048	01/21/2021	Rafferty, Kellie L	01-4300		32.31
85776049	01/21/2021	Thomas, Victoria A	01-4300		94.60
85776050	01/21/2021	Villanueva, Guillermo	01-4300		228.63

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Checks Dated 01/21/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85776051	01/21/2021	Wagner, Susan G	01-4300		112.60
85776052	01/21/2021	Yule, Madison A	01-4300		256.36
85776053	01/21/2021	Zimmerman, Mikaela K	01-4300		10.73
85776054	01/21/2021	ALL METALS SUPPLY INC	01-4300		512.58
85776055	01/21/2021	ATTAINMENT COMPANY INC	01-4300		434.41
85776056	01/21/2021	BORDERLAN SECURITY	01-4300		56.00
85776057	01/21/2021	CAROLINA BIOLOGICAL SUPPLY	01-4300		262.34
85776058	01/21/2021	CDW GOVERNMENT INC	01-4400		2,298.39
85776059	01/21/2021	COAST TO COAST COMPUTER PRODUCTS	01-4300		123.32
85776060	01/21/2021	ELAINE NICOLLE KRIEG	01-5800		348.98
85776061	01/21/2021	FLORA FRESH, INC.	01-4300		701.13
85776062	01/21/2021	FLORAL RESOURCES SACRAMENTO	01-4300		1,085.08
85776063	01/21/2021	FLORAL SUPPLY SYNDICATE	01-4300		318.09
85776064	01/21/2021	FOLLETT EDUCATIONAL SERVICES	01-4300		70.60
85776065	01/21/2021	FOLLETT LIBRARY RESOURCES	01-4300		189.13
85776066	01/21/2021	JEFFRY K MAGILL	01-4400		2,850.00
85776067	01/21/2021	LANGUAGE LINE SERVICES	01-4300		13.04
85776068	01/21/2021	LOOMIS UNION SCHOOL DISTRICT	01-4300		36.00
85776069	01/21/2021	MJB WELDING SUPPLY, INC.	01-4300		757.19
85776070	01/21/2021	NEARPOD INC	01-4300		831.25
85776071	01/21/2021	OFFICE DEPOT	01-4300		74.69
85776072	01/21/2021	PNC BANK C/O FIRST BOOK	01-4200		594.92
85776073	01/21/2021	RAY MORGAN CO. / CHICO	01-5600		513.54
85776074	01/21/2021	SIERRA HAY & FEED	01-4300		629.28
85776075	01/21/2021	SIERRA OFFICE SUPPLIES &	01-4300		144.79
85776076	01/21/2021	TEACHERS PAY TEACHERS DEPT. 6759	01-4300		32.08
85776077	01/21/2021	TROJAN WALL PRODUCTS	01-5600		15,200.00
85776078	01/21/2021	WEVIDEO INC	01-4300		323.00
85776079	01/21/2021	WINSOR LEARNING, INC.	01-4300		2,860.89
85776080	01/21/2021	Christy Farmer	01-4300		10.00
85776081	01/21/2021	DANIELSEN COMPANY	13-4710		7,599.96
85776082	01/21/2021	GENERAL PRODUCE CO LTD	13-4710		3,259.25
85776083	01/21/2021	GOLD STAR FOODS, INC	13-4710		2,246.64
85776084	01/21/2021	SIERRA OFFICE SUPPLIES &	01-4300		254.29
85776085	01/21/2021	WEST COAST PAPER COMPANY	01-4300		3,065.42
85776086	01/21/2021	BLACKBURN CONSULTING	21-6140		4,621.98
85776087	01/21/2021	BORDERLAN SECURITY	01-5800		56.00
85776088	01/21/2021	LANDMARK CONSTRUCTION	21-6200		157,738.11
85776089	01/21/2021	LOZANO SMITH LLP	01-5810		1,762.50
85776090	01/21/2021	MEDICAB	01-5800		3,292.00
85776091	01/21/2021	MWG MESTMAKER & ASSOCIATES	01-3901		145.70
85776092	01/21/2021	PACIFIC GAS & ELECTRIC CO	01-5530		2,193.67
85776093	01/21/2021	PLACER COUNTY PUBLIC WORKS	01-5800		112.50

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Checks Dated 01/21/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85776094	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		557.30
85776095	01/21/2021	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		254.34
85776096	01/21/2021	SCHOOL TECH SUPPLY	21-4300	8,585.63	
			21-4400	30,394.82	38,980.45
85776097	01/21/2021	SWRCB/Storm Water Section	21-5800		2,553.00
85776098	01/21/2021	CALIF DEPT OF TAX & FEE ADMIN	01-4300		60.00
85776099	01/21/2021	BANK OF AMERICA #4333	01-4300	155.69	
			01-5200	175.00	
			01-5800	53.97	384.66
		Total Number of Checks	**116**		**528,339.90**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	106	293,347.90
13	Cafeteria Fund	3	13,105.85
21	Building Fund #1	6	206,309.54
25	Capital Facilities Fund	2	15,576.61
	Total Number of Checks	**116**	528,339.90
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**528,339.90**

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Checks Dated 01/13/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85774929	01/13/2021	49ER WATER SERVICES	01-5800		390.00
85774930	01/13/2021	ADD SOME CLASS	01-4300	1,460.82	
			01-5800	55.00	1,515.82
85774931	01/13/2021	AIR FILTER SUPPLY INC	01-4300		14,689.33
85774932	01/13/2021	APPROVED SAFE & LOCK	01-4300	72.82	
			01-5600	150.73	223.55
85774933	01/13/2021	ASCD	01-5300		89.00
85774934	01/13/2021	BORDERLAN SECURITY	21-4300		3,556.00
85774935	01/13/2021	BRIGHT START THERAPIES INC	01-5800		1,822.50
85774936	01/13/2021	BUS WEST - DIVISION OF VELOCITY VEHICLE GROUP	01-4365		178.49
85774937	01/13/2021	C & S TELECOMMUNICATIONS INC	01-4300	18.02	
			01-5600	161.98	180.00
85774938	01/13/2021	CAPITOL PUBLIC FINANCE GROUP	25-5800		7,155.00
85774939	01/13/2021	CDW GOVERNMENT INC	01-4300	295.02	
			21-4300	16,083.64	
			21-4400	43,705.56	60,084.22
85774940	01/13/2021	CURRICULUM ASSOCIATES INC.	01-4300		814.41
85774941	01/13/2021	EATON INTERPRETING SVCS INC	01-5800		1,638.00
85774942	01/13/2021	ECOLAB INC	01-4300		18,899.19
85774943	01/13/2021	GOLD COUNTRY MEDIA PUBLICATIONS	01-5800		376.25
85774944	01/13/2021	GRAINGER	01-4300		819.16
85774945	01/13/2021	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		214.49
85774946	01/13/2021	HILLYARD / SACRAMENTO	01-4300		2,387.55
85774947	01/13/2021	HOME DEPOT CREDIT SERVICES	01-4300		3,165.38
85774948	01/13/2021	HORIZON	01-4300		2,378.63
85774949	01/13/2021	JABBERGYM INC.	01-5800		4,560.00
85774950	01/13/2021	LOWE'S	01-4300		776.42
85774951	01/13/2021	MEDICAB	01-5800		974.00
85774952	01/13/2021	MESA ENERGY SYSTEMS, INC dba EMCOR SERVICES MESA ANERGY	01-5800		19,942.55
85774953	01/13/2021	ODYSSEY LEARNING CENTER, INC.	01-5800		10,151.04
85774954	01/13/2021	PSYCHED SERVICES	01-5800		10,375.00
85774955	01/13/2021	SANDRA ANN STEURER	01-5800		1,680.00
85774956	01/13/2021	SCHOOL TECH SUPPLY	21-4300	66,578.38	
			21-4400	69,737.62	136,316.00
85774957	01/13/2021	SHARP ARCHITECTURE, INC.	21-5800		10,480.00
85774958	01/13/2021	SIERRA BUILDING SYSTEMS INC	01-4300	53.75	
			01-5600	169.36	
			01-5800	35.41	258.52
85774959	01/13/2021	SIERRA FOOTHILLS ACADEMY	01-5800		29,078.53
85774960	01/13/2021	SIERRA OFFICE SUPPLIES &	01-4300		1,326.15
85774961	01/13/2021	SITEONE LANDSCAPE SUPPLY	01-4300		144.60
85774962	01/13/2021	SUNBELT RENTALS	01-5600		3,184.75
85774963	01/13/2021	TOBII DYNAVOX LLC	01-4300		399.00

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Checks Dated 01/13/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85774964	01/13/2021	UNIFIRST CORPORATION	01-5800		3,364.08
85774965	01/13/2021	US FOODS INC	01-4300		897.04
85774966	01/13/2021	WAXIE'S SANITARY SUPPLY	01-4300	3,283.16	
			21-4300	529.02	3,812.18
85774967	01/13/2021	WESTERN PLACER WASTE MGT AUTH ACCOUNTING DIVISION WPWMA	01-5540		41.22
85774968	01/13/2021	WESTERN PSYCHOLOGICAL SERVICES	01-4300		320.90
85774969	01/13/2021	WINSOR LEARNING, INC.	01-5800		596.00
85774970	01/13/2021	Chapman, Vivian G	01-4300		53.86
85774971	01/13/2021	Derouin-St John, Desiree L	01-4300		90.54
85774972	01/13/2021	Perry, Julie F	01-4300		96.95
85774973	01/13/2021	Whitaker-Moss, Leslie E	01-5200		5.06
85774974	01/13/2021	B&H PHOTO VIDEO	01-4400		6,999.62
85774975	01/13/2021	BEAR RIVER SUPPLY INC	01-4300		4,818.00
85774976	01/13/2021	BURKETT'S OFFICE	01-4300	470.98	
			13-4300	144.92	615.90
85774977	01/13/2021	CDW GOVERNMENT INC	01-4400		2,971.27
85774978	01/13/2021	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		230.25
85774979	01/13/2021	FULL COMPASS SYSTEMS	01-4300		541.62
85774980	01/13/2021	HASTIE'S CAPITOL SAND & GRAVEL	01-4300		171.61
85774981	01/13/2021	K S TELECOM INC	01-4400		11,781.50
85774982	01/13/2021	LOWE'S	01-4300		98.36
85774983	01/13/2021	MADERA UNIFORM & ACCESOR LLC	01-4300		740.03
85774984	01/13/2021	MASON CREST - NATIONAL HIGHLIGHTS, INC.	01-4300		375.75
85774985	01/13/2021	MJB WELDING SUPPLY, INC.	01-4300		38.00
85774986	01/13/2021	NASCO MODESTO	01-4300		37.32
85774987	01/13/2021	OFFICE DEPOT	01-4300		6.82
85774988	01/13/2021	PROJECT LEAD THE WAY INC	01-5800		750.00
85774989	01/13/2021	PURCHASE POWER	01-4300		1,159.53
85774990	01/13/2021	RIEBES AUTO PARTS	01-4300		57.74
85774991	01/13/2021	ROCKLER WOODWORKING & HARDWARE	01-4300		150.09
85774992	01/13/2021	STAPLES BUSINESS ADVANTAGE	01-4300	1,431.89	
			13-4300	45.44	1,477.33
85774993	01/13/2021	TEACHER CREATED RESOURCES	01-4300		24.27
85774994	01/13/2021	WARD'S NATURAL SCIENCE	01-4300		189.03
85774995	01/13/2021	AIR CONTROL SERVICES, INC.	13-5600		590.59
85774996	01/13/2021	FIERY GINGER FARM	13-4710		189.00
85774997	01/13/2021	GENERAL PRODUCE CO LTD	13-4710		1,578.25
85774998	01/13/2021	GOLD STAR FOODS, INC	13-4710		848.00
85774999	01/13/2021	WEST COAST PAPER COMPANY	01-4300		5,221.26
		Total Number of Checks	71		401,162.50

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

Checks Dated 01/13/2021

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	63	179,941.08
13	Cafeteria Fund	6	3,396.20
21	Building Fund #1	5	210,670.22
25	Capital Facilities Fund	1	7,155.00
	Total Number of Checks	71	401,162.50
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**401,162.50**

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

Ratification of Delta Wireless, Inc. for Radio Programming Services

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Start Up Funds – One-Time

MEETING DATE:

February 2, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is to purchase three additional radios to the existing DTR650 radios at Scott M. Leaman Elementary School. This contract will cost $1,067.14 and will be paid with one-time Start-Up Funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Delta Wireless, Inc. and Western Placer Unified School District.

DELTA
WIRELESS, INC

Project Number: 154001356

Delta Wireless Inc
1170 National Drive, Ste 60
Sacramento, CA 95834
Phone: 916-928-1200 Fax: 916-928-6062
Contract Lic: 748224 Tax ID: 680371097

SALES QUOTE

Bill To
Western Placer USD
600 Sixth Street
Fourth Floor, Suite 400
Lincoln, CA 95648
~~Nora Davis~~ Michelle Rowe / Reno Penders
~~916-645-6360~~ 916-409-2401

~~ndavis~~@wpusd.org
mrowe

Dates
Quote Issued 01/21/2021
Customer P.O.

Product/Service Name	Quantity	Unit Price	Extended
DTR700 1W 900 MHZ 50CH	3	$325.00	$975.00 T
Freight In - Taxable	1	$20.00	$20.00 T

SCOPE OF WORK:
Delta Wireless to provide the above stated equipment. Customer to edd to existing DTR650 radios. With the new DTR 700 radios only public talk groups will work, unless we come onsite and reprogram every radio with the new DTR 700 ID #'s. John to deliver.

Charges:	$0.00
Subtotal:	$995.00
Tax:	$72.14
Labor:	$0.00
TOTAL :	$1,067.14

Sales/Offered By: John Howard
Title: Sr. Communications Consultant
Phone Number: 916-928-1200
Engineered By (Initials):

THIS QUOTE REPRESENTS AN ENGINEERED SOLUTION AND IS PROPRIETARY AND CONFIDENTIAL

Quote valid for days after receipt

DELTA
WIRELESS, INC

Project Number: 154001356

TERMS and Conditions

Customer
Name Western Placer USD
Contact ~~Nora Davis~~ Michelle Rowe

Project 154001356
Phone ~~916-645-6360~~ 916-409-2401

Dates
Quote Issued 01/21/2021
Customer P.O.

TERMS AND CONDITIONS (Initial And Accept or Deny in the places provided)

1) Installation contract: This quote is based upon detailed information provided to Delta Wireless, Inc. by the quoted customer. Signing this quote formally constitutes a signed contract for products and services between Delta Wireless, Inc. and the customer. _____ Initial

2) Adds, moves and changes to the scope of work described within this quote must result in a written change order signed by both parties, prior to the re-ordering or reconfiguration of any product or service provided on this quote. _____ Initial

3) Remobilization charges (depending on distance) will be added to this quote if the vehicle and/or site are not available at the time and place scheduled with the customer, or is not in the condition or configuration described by the customer. _____ Initial

4) Used equipment will be installed at the customer's own risk. Appearance and performance will not be improved by installation. Customers have the responsibility to inform Delta of equipment deficiencies prior to installation. Delta will be glad to provide a quote for the repair and/or replacement of any equipment. _____ Initial

5) Work Delay: Installation will begin only after all equipment to be installed is physically on hand and ready for installation. A delay in the work schedule may occur if the customer requests "Adds, moves or changes" to this quotation or if a previously unknown or undisclosed condition is discovered during installation that alters the work required. If a "change order" results, a minimum of one hour may be charged and/or travel time assessed for the remobilization of labor on the project. _____ Initial

6) Restocking and freight: A 25 % restocking fee will be added to the change order for any product returned by Delta, on the customer's behalf. If the equipment has already been installed and the product cannot be returned to the manufacturer, the customer must pay in full. Additional freight charges, if required, will be added to the change order. _____ Initial

7) Payment for equipment due upon receipt of equipment. _____ Initial

8) Labor payment due upon completion of contract.

9) Labor warranty 30 days. Does not cover labor required to troubleshoot and repair/replace defective equipment. _____ Initial

10)) Video system extended labor warranty: Delta offers an extended labor warranty to bridge the gap between the video equipment manufacturer's parts warranty and the cost of triage, analyzing, tracking, shipping, interfacing with the manufacturer, re-installing and testing the repaired video equipment. Each system is specific and unique requiring a quote. Please contact Delta Wireless at the number above. ☐ Accept ☐ Decline _____ Initial

11) Equipment warranty: Manufacturer's warranty applies. All labor to troubleshoot, reprogram, and reinstall equipment will not be included in the warranty. Freight charges to the manufacturer will not be included. _____ Initial

12) Non-Solicitation: Customer shall not, during the term of this Agreement and for a period of two (2) years immediately following the termination of the contract, or any extension hereof, for any reason, either directly or indirectly: (a) call on, solicit, induce, recruit, or encourage any of Delta Wireless employees to leave their employment or terminate their contracts or take away such employees; (b) attempt to solicit, induce, recruit, encourage or take away employees for the customer or any other person or entity; (c) call on solicit, induce, recruit or encourage any of the customers to terminate their relationships with Delta Wireless or take away such customers or (d) attempt to solicit, induce, recruit, encourage or take customer of Delta Wireless for the customer or any other person or entity. _____ Initial

13) Integration: Delta has provided a diligent work effort to identify the complexity, reliability and compatibility of the integration required within the system design of this surveillance video solution. Manufacturers differ on their understanding, interpretation and documentation level of their equipment and software. Therefore, Delta is not liable for the written or verbal information provided to Delta and presented to our clients through manufacturers, vendors and suppliers while integrating existing or future equipment and/or systems. Change orders may occur when these factors result in additional labor hours, or if additional equipment or software is required to provide the level of integration desired or to remedy a situation caused by the integrated product. _____ Initial

14) Server warranty: Any attempt to alter software configuration or settings after server installation by other than Delta Wireless may void the server warranty and result in additional billing to restore proper system operation. An extended warranty through a Service Level Agreement (SLA) is available Call Delta Wireless for a quote. ☐ Accept ☐ Decline _____ Initial

15) Environmental limitations of video: Variations in video quality due to changes in sun position, weather, lighting or housing cleanliness are a function of equipment limitations and are not a responsibility of Delta Wireless. Manufacturer's warranty provides for component repair at a Depot only and does not cover troubleshooting labor, shipping costs or restoration labor charges. No maintenance, warranty labor or shipping cost is provided by this installation agreement unless the customer purchases an extended labor warranty from Delta Wireless. _____ Initial

16) Interference: Interference to licensed or unlicensed frequencies are not the responsibility of Delta Wireless. _____ Initial

CUSTOMER SIGNATURE CONSTITUTES AGREEMENT WITH DELTA WIRELESS AND NETWORK SOLUTIONS TERMS AND CONDITIONS

QUOTE AND TERMS ACCEPTED BY: _____ **Date:** 1/21/21

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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DISTRICT GLOBAL GOALS

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SUBJECT:

Ratification of Agreement with Excel Photographers and Western Placer Unified School District – Twelve Bridges Elementary

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Student Sales

MEETING DATE:

February 2, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for services with Excel Photographers and Twelve Bridges Elementary School for the 2020-21 school yearbook. The services include printing and delivery of Twelve Bridges Elementary's 2020-21 yearbooks. The cost of these services is $15.52 per yearbook and will be paid with student sales.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Excel Photographers and Western Placer Unified School District.

Excel Photographers
Yearbook Contract 20.21

School Information:
Twelve Bridges Elementary

Karen Reilly, Yearbook Coordinator
Will Middleton, Principal
2450 Eastridge Drive
Lincoln, CA 95648

Yearbook Information:
Approx. number of books: 400-450
Approx. number of pages: 60-64 pages (divisible by 4)
We would like our books to arrive by: June 4, 2021
Last day of school: June 11, 2021

20.21 Yearbook Cost to School (based on information provided): $15.52
Plus taxes: $1.13
Shipping: *.35 cents*

Completed yearbook due to Excel –April 23, 2021

Yearbook Specifications:	Yearbook Binding Choice
√ Full Color	√ Premium Soft Perfect
Yearbook Plan Choice:	**Yearbook Cover Choice:**
√ **Memento Yearbook**	√ Custom Cover

Agreement Terms:

Sign-Up Form:
The completed Sign-up Form is subject to approval by Excel. The person who signed the form will be the Authorized School Representative for this program. Signing and returning the form assures Excel the yearbook will be published with Excel during the current school year.

Excel Photographers will furnish the customer with detailed written instructions and all materials needed for yearbook completion. Layouts are to be prepared in accordance with Excel's instructions. Layouts prepared in any other format are subject of additional billing. Excel will request customer authorization before proceeding with any corrections.

Submitting Files:
The electronic PDF submitted will serve as the proof in the event a hard copy is submitted and there is a discrepancy between the hard copy and the digital PDF file, Excel will consider the digital PDF as the correct version of the document. All adjustments to the digital file will be considered corrections and charged accordingly.

Prices apply only to those yearbooks submitted in accordance with Excel's specifications as detailed in the instructions. Customer will be notified if files fail to meet necessary criteria during the preflight process at Excel. A charge of $65.00 per hour will be assessed should Excel be required to perform any file preparation or make any changes to the submitted PDF. A $15.00 per page charge will be applied if you resubmit the file with the necessary changes following a failed preflight. Once the yearbook successfully completes preflight, the delivery date will be reassigned to the next available delivery date. **To maintain yearbook delivery schedule the above plan will be strictly enforced. There can be no exceptions.**

Production Plan Requirements:

Memento Yearbook: Customer will furnish pages, text and photos as PDF files. The electronic PDF submitted will serve as the proof. Customer will not receive a proof prior to printing unless a proof has been requested at sign-up time and the additional cost and production time have been approved. Errors found in the PDF files (e. g., low resolution) must be corrected by the customer or will be printed as is. Resubmitted PDF pages will incur a charge of $40.00.

Proofs: One color copy of the yearbook proof is furnished to the customer for free. Customer will proof the copy for corrections. The corrected proof will be returned to Excel within three business days so final production can begin.

Custom Covers Deadlines: Custom covers are required to be completed and turned into to Excel by January 1st through February 28th.

Payment: The balance is due within thirty (30) days after delivery of the yearbooks to the school. Past due invoices will accrue finance charges at 1 ½% per month or the maximum rate allowed by law, if lower.

Deadlines:
The customer will receive a confirmation notice indicating the delivery date. The deadline for submitting yearbook materials will be indicated on the CONFIRMATION NOTICE. Failure to meet the submission deadline may necessitate rescheduling the ship date to school.

Special Notice:
Excel reserves the right to refuse to print material that it considers tortuous, illegal or in violation of any copyright or proprietary rights. Customer shall indemnify and hold harmless Excel from any judgment sustained against Excel based on any and all manner of claims, demands, action and proceedings that may be asserted on instituted against Excel on grounds the said printing violates any copyright, trademark or proprietary right of any person or that it contains any matter libelous or scandalous or invades any person's right to privacy or other personal rights and the customer, at the customer's own expense, agrees to promptly defend and continue the defense of any such claim, demand that may be brought against Excel, provided Excel shall give to the customer such reasonable time as the exigencies of the situation may permit in which to undertake and continue the defense thereof.
2) If your school does not collect enough money to pay the entire invoice, Excel will accept what you have collected and carry the balance due (with 0% interest) to the next school year.

Indemnity:
Customer shall indemnity and hold harmless Excel from any judgement sustained against Excel based on any and all manner of claims, demands, actions, and proceedings that may be asserted or instituted against Excel on grounds the said printing violates any copyright, trademark, or proprietary right of any person or that it contains any matter libelous or scandalous or invades any person's right to privacy or other personal rights. The Customer, at the Customer's own expense, agrees to promptly defend and continue the defense of Excel of any such claims or demands that may be brought against Excel, provided Excel shall give to the customer such reasonable time as the exigencies of the situation may permit in which to undertake and continue the defense thereof.

Excel shall indemnity and hold harmless Customer from any judgment sustained against Customer based on any and all manner of claims, demands, actions, and proceedings that may be asserted or instituted against Customer on grounds the said printing violates any copyright, trademark, or proprietary right of any person or that it contains any matter libelous or scandalous or invades any person's right to privacy or other personal rights. Excel, at Excel's own expense, agrees to promptly defend and continue the defense of Customer of any such claims or demands that may be brought against Customer, provided Customer shall give to Excel such reasonable time as the exigencies of the situation may permit in which to undertake and continue the defense thereof.

I Have Read and Agree to the Terms List Above: Audrey Kilpatrick

Signed: _____ Asst Supt of Business Svs and Operations

Dated: 1/13/21

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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SUBJECT:

Ratify Contract between Nor-Cal Roofing Inc. and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick,
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

RRM Funds

MEETING DATE:

February 2, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

Attached is the contract between Nor-Cal Roofing, Inc. and Western Placer Unified School District for roofing repair on Portable 18B at Creekside Oaks Elementary School. The services will cover a warranty against leaks and hail damage for 5 years. The cost of these services is $9,500 and will be paid with RRM Funds.

RECOMMENDATION:

Administration recommends Board ratify the contract with Nor-Cal Roofing, Inc. and Western Placer Unified School District.

NOR-CAL ROOFING, INC.
CONTRACT PROPOSAL

SUBMITTED TO
Troy Schwartz
916.645.6380

JOB NAME / ADDRESS
2030 1st St
Lincoln, CA 95648

On January 20, 2021 in accordance with specifications designated by Troy, Nor-Cal Roofing agrees to perform the following;

1. Nor Cal will obtain permit
2. Tear off and reroof Bldg 18B
3. After we tear off existing roof, we will check for Dry Rot
4. Install 60 mil TPO roofing system, mechanically fastened, closely following manufacturers specifications.
5. Remove all debris from the job site. This includes using a magnet on wheels to pick up any staples or nails which may have fallen from the roof during the construction phase.
6. Nor-Cal Roofing, Inc 5-year no leak guarantee.
7. Contractor carries 1,000,000 Workers Compensation and Liability Insurance Policies.

NOR-CAL ROOFING, INC. LICENSE NO. 684832 Phone:368-7663
6111 Warehouse Way Fax:361-7663
Sacramento, Ca. 95826

NOR-CAL ROOFING proposes to furnish all labor and materials required to perform the work described above for the sum of;

Tear off and Reroof.....$9,500.00

ADDITIONAL COSTS AND OPTIONS:

1. Dry-Rot Repairs:

Most dry-rot repairs are billed on a time and material basis. Our hourly rate is 85.00 per hour and we do not mark-up our materials. This method protects both of us from spending more than needed. If however, you must have a pre-determined cost in writing we will be happy to do so. You must understand that we will be "gambling" on the amount of dry-rot we believe is present and generally our bid will be higher than if you were to pay on time and material basis. We can also give you a per sheet of plywood or per lineal foot price if needed. Total cost of dry rot repairs not to exceed 25% of contract price without change order.

2. Optional Attic Ventilation:

Contractor will furnish and install Ridge Vent to main ridge at a cost of.....N/A

3. Seamless Gutters and Leaf Guard:

Nor-Cal Roofing, Inc. offers state of the art 5" O.G., 5-1/2" fascia, and 7" fascia seamless raingutters and downspouts. Premium brushed aluminum and steel mesh leaf guard is also available. Please be advised that any gutter over 60' in length will require an expansion joint.

Install new 5" fascia seamless gutter and downspouts as is.....N/A

NO CHARGE:

1. Contractor will install one step shingle per course of roofing, except where shingles are attached behind wall and cannot be replaced. In this case all shingles will be embedded in mastic or equivalent to ensure watertight seal.

2. All Dormer Vents and Air Conditioning units are given special attention as above. All shingles are embedded in mastic or equivalent sealer.

3. Contractor will remove and discard old antennas at no charge or re-seal the antenna to be leak proof.

4. Contractor will protect all surrounding plants and landscaping against falling debris.

PAYMENTS

10% down (maximum 1000.00) with balance due upon completion of work performed.

START DATE

Approximate start dates vary from 1 day to 5 weeks, sometimes more, depending on our schedule. Please call to confirm. This estimate is good for 30 days.

COMPLETION DATE

Weather permitting, most jobs are completed within 2-5 working days. Please call to confirm.

WARNING!!

Nor-Cal Roofing Inc. will not be responsible for breaking, cracking, sinking, etc. of driveways and sidewalks caused by trucks used by ourselves and/or our sub contractors and suppliers. Please also be advised that there may be a lot of debris falling into garage areas unless they have sheetrock ceilings. This is especially true for wood shingle roofs. Please remove or cover all vehicles and items of value as we will not be responsible for damage that occurs as a result of falling debris. If you are home and grant us access we will blow out the garage at your request. Additionally, there may be roofing debris that fall into the attic areas of the house. We do not attempt to retrieve the debris. This is standard practice in the industry. Please also secure any objects hanging on walls as they may fall from the vibrations during the roofing process. If the home has an alarm please bring this to our attention so we can take every precaution necessary to avoid damaging the wires in attics. If you have a roof mounted satellite dish it is your responsibility to have the dish re-mounted and aligned. We recommend the dish not be mounted to your new roof. Acceptance of this contract constitutes acceptance of this paragraph.

NOTICE TO OWNER

Contractors are required by law to be licensed and regulated by the Contractors State License Board which has jurisdiction to investigate complaints against contractors if a complaint is filed within three years. Any question concerning a contractor may be referred to the registrar of the board whose address is: Contractors State License Board, 9835 Goethe Road, Sacramento, CA 95826.

Under the Mechanic's Lien Law, Section 7018.5, Contractors License Law, any contractor, subcontractor, laborer, materialman or other person who helps to improve your property and is not paid for his labor, services or material, has a right to place a lien on your home, land, or property where the work was performed and to sue you in court to obtain payment.

This means that after a court hearing, your home, land and property could be sold by a court officer and the proceeds of the sale used to satisfy what you owe. This can happen even if you have paid your contractor in full if the contractor's subcontractors, laborers, or suppliers remain unpaid. To preserve their rights to file a claim or lien against your property, certain claimants such as subcontractors or material suppliers are each required to provide you with a document called a "Preliminary Notice". Contractors and laborers who contract with owners directly do not have to provide such notice since you are aware of their existence as an owner. A preliminary notice is not a lien against your property. Its purpose it to notify you of persons or entities that may have a right to file a lien against

your property if they are not paid. In order to perfect their lien rights, a contractor, subcontractor, supplier, or laborer must file a mechanics' lien with the county recorder which then becomes a recorded lien against your property. Generally, the maximum time allowed for filing a mechanics' lien against your property is 90 days after substantial completion of your project.

Under the law, you may protect yourself against such claims by filing, before commencing such work or improvement, and original contract for the work of improvement or a modification thereof, in the office of the county recorder of the county where the property is

situated and requiring that a contractor's payment bond be recorded in such office. Said bond shall be in the amount not less than fifty percent (50%) of the contractor price and shall, in addition to any conditions for the performance of the contract, be conditioned for the payment in full of the claims of all persons furnishing labor, services, equipment or materials of the work described in said contract.

Under the law you may also issue joint checks for payment, made out to both your contractor and your material supplier. The joint checks should be made payable to the persons or entities which send preliminary notices to you. Those persons or entities have indicated that they may have lien rights on your property, therefore you need to protect yourself.

Each contractor licensed under this chapter, prior to entering into a contract with an owner for work specified as home improvement construction pursuant to Section 7159 shall give a copy of this "Notice to Owner" to the owner, the owner's agent or the payer. Failure to provide this notice as required shall constitute grounds for disciplinary action.

This agreement shall become binding only upon the company's written acceptance hereof in the space provided or upon the company's commencing performance. This instrument shall constitute the entire contract and be binding upon the parties hereto, there being no covenants, Promises or agreements, written or oral, except as herein set forth. Any extra work ordered by customer in addition to what is set forth herein shall constitute an extra charge to contract price.

It is understood and agreed that all payments hereunder shall be made at the office of the contractor or of the assignee. For your own protection all deposits and payments must be made by money order, check or cashier check in favor of Nor-Cal Roofing. Demand receipt signed by representative for all such payments. Interest at 1-1/2% per month will be charged on delinquent payments. Guarantee will be void if payments are not made as agreed.

In the event Nor-Cal Roofing, Inc. deems it necessary to file a mechanic's lien to secure payment of the money due under this contract, or in the event it becomes necessary for contractor to file suit to collect any money due under its terms or to collect damages for violation of any of the provisions to this contract, then owner agrees to pay all Contractor's costs of litigation including a reasonable sum incurred by the Contractor for attorney's fees.

Unless an extended start date is mutually agreed upon it may be a violation if contractor does not substantially commence work within 20 working days from the approximate start date given in this contract. Substantial commencement of work is defined as the removal of existing roof and delivery of roofing materials.

You are entitled to cancel this agreement before midnight of the third day (excluding Sunday) after the date of your signature. You may give notice of cancellation by mailing a signed and dated statement to Nor-Cal Roofing, Inc., provided that the statement is received by Nor-Cal no later than midnight of the third day (excluding Sunday) after the date of your signature. In order to have proof of the mailing, it is recommended that you mail the statement by registered or certified mail.

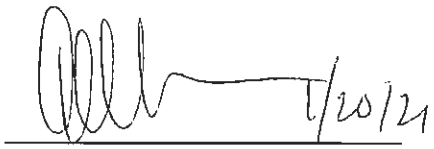
ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and hereby accepted. You are authorized to perform work as specified. Payments will be made as outlined above. I have read and understand the entire contract including the warning section.

Audrey Kilpatrick

Asst Supt of Business Svs and Operations

Company Representative



Authorized Signature and Date

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Disposal of Surplus Items – E Waste

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:
No

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
General Fund

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling or disposal of surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546).

The attached list of items from Technology have been determined to be unusable, obsolete or no longer needed and the district desires to dispose of the obsolete Technology items through E-Waste For Good which is designed to ensure compliance with state regulations and policies. No funds will be received for the E-waste process.

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Manufacturer Description	Serial Number	Model Description	Value	Location
Hewlett-Packard	5CD5257STY	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	CNN7371WW2	LP1965	Dispose	Technology
Hewlett-Packard	CNC018P53N	LE1711	Dispose	Technology
Hewlett-Packard	CNC018P5TS	LE1711	Dispose	Technology
Hewlett-Packard	CNC018P540	LE1711	Dispose	Technology
Dell	JRCBY12	OptiPlex 9020	Dispose	Technology
Dell	DX89H02	OptiPlex 9020	Dispose	Technology
Dell	47G7X12	OptiPlex 9020	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J0WDU	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J3MAu	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J3NCU	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J3MRU	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J1Y2U	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J0X4U	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	CN0U072N6418095J0WKU	HP Compaq 8200 Elite SFF	Dispose	Technology
Hewlett-Packard	2CE42406GR	HP ProBook 450 G1	Dispose	Technology
Hewlett-Packard	5CD62871PL	HP ProBook 450 G3	Dispose	Technology
Hewlett-Packard	VND3V81003	HP LaserJet P1102W	Dispose	Technology
Dell	CN0U4795716185A9ABXK	1505FP	Dispose	Technology
Dell	CN0U4795716185A9AC36	1505FP	Dispose	Technology
Dell	CN0U4795716185A9ABXA	1505FP	Dispose	Technology
Dell	CN0U4795716185A9ABXP	1505FP	Dispose	Technology
Hewlett-Packard	MY01RCK3SJ04Q9	HP Deskjet 6940	Dispose	Technology
Hewlett-Packard	th7236309106G4	HP OfficeJet Pro 6968	Dispose	Technology
Hewlett-Packard	5CD413317G	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330T3	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330S8	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133Y04	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133464	HP Chromebook 14 G1	Dispose	Technology
Dell	CN-0RY979-46633-77K-3N6S	E178FPc	Dispose	Technology
Dell	CN0U072N6418095J0VNU	E170S	Dispose	Technology
Dell	CN0U072N6418095J1Y0U	E170S	Dispose	Technology
Dell	CN0U072N6418095J3M6U	E170S	Dispose	Technology
Dell	CN0U072N6418095J0X1U	E170S	Dispose	Technology
Dell	CN0U072N6418095J1WVU	E170S	Dispose	Technology

Surplus Items

Dell	CN0U072N6418095J0W0U	E170S	Dispose	Technology
Dell	CN0U072N6418095J0X7U	E170S	Dispose	Technology
Dell	CN0U072N6418095J1T8U	E170S	Dispose	Technology
Dell	CN0U072N6418095J0W7U	E170S	Dispose	Technology
Dell	CN0U072N6418095J3M5U	E170S	Dispose	Technology
Dell	CN0U072N6418095F3U7U	E170S	Dispose	Technology
Dell	CN0U072N6418095J0WYU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0VLU	E170S	Dispose	Technology
Dell	CN0U072N6418095J1PNU	E170S	Dispose	Technology
Dell	MX0XW3684663477K2HFU	E170S	Dispose	Technology
Dell	CN0U072N6418095J1XVU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0XHU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0VWU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0WSU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0WWU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0XBU	E170S	Dispose	Technology
Dell	CN0U072N6418095J0X9U	E170S	Dispose	Technology
Dell	CN0U072N6418095J1WWU	E170S	Dispose	Technology
Dell	CN0U072N641809SJ3M2U	E170S	Dispose	Technology
Dell	CN0U072N6418095H3ZCU	E170S	Dispose	Technology
Dell	cn0ry9794663376rdjau	E178FP	Dispose	Technology
Hewlett-Packard	VNB3N42011	Color LaserJet Pro M452nw	Dispose	Technology
Hewlett-Packard	5CD4293XMW	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD4293X1R	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD8084DFT	HP Chromebook 14 GS	Dispose	Technology
Epson	X2AV7X00284	PowerLite 67SW	Dispose	Technology
Dell	CN0KU7897161884TCADM	1708FPT	Dispose	Technology
Hewlett-Packard	5CD5112P42	HP Chromebook 14 G3	Dispose	Technology
Dell	CN0H545466336301UKU	E156FPc	Dispose	Technology
Hewlett-Packard	MY03T1C01WJM	DeskJet 950C	Dispose	Technology
Microsoft	11938661053	Surface Pro 4	Dispose	Technology
Microsoft	1.72402E+15	Surface Pro 4	Dispose	Technology
Hewlett-Packard	5CD41330S9	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD4133FTT	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4122K2G	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41234DY	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330TT	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4133fnv	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4132l1j	HP Chromebook 14 SMB	Dispose	Technology

Surplus Items

Dell	CN0DX7984873004D0APE	Dell 2330dn	Dispose	Technology
Dell	BTTSGS1	OptiPlex 790	Dispose	Technology
Samsung	HU24HCGP700058B	245BW	Dispose	Technology
Hewlett-Packard	5CD92992M1	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD9084J7H	HP Chromebook 14 G5	Dispose	Technology
Logitech	S-0123A	X-230	Dispose	Technology
Dell	CN0U4795716185A9ABXM	1505FP	Dispose	Technology
Hitachi	H1Gu31180	CP-X2020	Dispose	Technology
Dell	cn0ry9794663377k3n8s	E178FP	Dispose	Technology
Hewlett-Packard	CN615FW24J05Z3	HP Officejet Pro 8630	Dispose	Technology
Dell	CN0U072N6418095J2YDU	E170S	Dispose	Technology
Hewlett-Packard	CN54LGJ7GDE5	HP OfficeJet 4215 all-in-one	Dispose	Technology
Dell	btdsgs1	OptiPlex 790	Dispose	Technology
Hitachi	F3KU10386	CP-X2530WN	Dispose	Technology
Hitachi	F4HU22312	CP-X2530WN	Dispose	Technology
Hitachi	F4HU22287	CP-X2530WN	Dispose	Technology
Hitachi	F3KU10806	CP-X2530WN	Dispose	Technology
Hitachi	F3KU10757	CP-X2530WN	Dispose	Technology
Dell	CN0U072N641809C2507U	E170Sc	Dispose	Technology
Hewlett-Packard	MXL0250RVB	HP Compaq 6000 Pro SFF	Dispose	Technology
Hewlett-Packard	5cd5292nvj	HP Chromebook 14 5MB	Dispose	Technology
Microsoft	33882461953	Surface Pro 4	Dispose	Technology
Samsung	Z6YXBJAFA0002XA	ML-3712ND	Dispose	Technology
Dell	CN0RY9794663377K8E6S	E178FPc	Dispose	Technology
Hitachi	F3KU10733	CP-X2530WN	Dispose	Technology
Dell	CN0G331H6418088ROTMC	E170S	Dispose	Technology
Hewlett-Packard	CNC018PSY1	HP Compaq LE1711	Dispose	Technology
Hewlett-Packard	CNC018P54F	HP Compaq LE1711	Dispose	Technology
Hewlett-Packard	5CD62946SF	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6360L92	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6362WSF	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6093LCY	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6363T25	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD7490K9Q	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD7490JQT	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD7328QCL	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd55134x5	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd6362v56	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6071DKL	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD71901DZ	HP Chromebook 14 G4	Dispose	Technology

Surplus Items

Hewlett-Packard	5CD6362V63	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd7106p91	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD4133FG2	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5121HN8	HP Chromebook 14 SMB	Dispose	Technology
Dell	CN0G248H7426189L2J4S	E178FP	Dispose	Technology
Hewlett-Packard	5cd55134yd	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd5093xzv	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd5093xzg	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6357JG0	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD5121G7K	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD54630FL	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5121D1T	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5121GLF	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5121FJ9	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	CNC018P5PV	LE1711	Dispose	Technology
Hewlett-Packard	5CD71901G6	HP Chromebook 14 G4	Dispose	Technology
Dell	CN0U072N6418095J0X0U	E170S	Dispose	Technology
Dell	CN0TP219641807AM2AZS	E178FPc	Dispose	Technology
Dell	CN0U072N6418095J0WPU	E170S	Dispose	Technology
Hewlett-Packard	5CD92992GB	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5cd5327znw	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd5335xkd	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd5335xgf	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd5033xyc	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD5256B5N	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5256B4Z	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5257TKD	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd5093y0f	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD5121HMQ	HP Chromebook 14 SMB	Dispose	Technology
Dell	CN0U072N6418095J2ELU	E178FP	Dispose	Technology
Dell	CN0Y44137220151CAGWL	E153FP	Dispose	Technology
Dell	CN0HC5454663363O3D3U	E156FPc	Dispose	Technology
Microsoft	41446262953	Surface Pro 4	Dispose	Technology
Hewlett-Packard	2UA3331XYD	HP Compaq Elite 8300 Small Form Factor	Dispose	Technology
Hewlett-Packard	5CD5256B7Y	HP Chromebook 14 G3	Dispose	Technology
Dell	CN0TP2227373183M84MS	E178FP	Dispose	Technology
Hewlett-Packard	MXL0250RWN	HP Compaq 6000 Pro SFF	Dispose	Technology
Hewlett-Packard	MY767BS1MS04Q9	HP Deskjet 6940	Dispose	Technology
Dell	CN0RY9794663376RD87U	E178FP	Dispose	Technology
Dell	cn0y44137220151cajul	E153FP	Dispose	Technology

Surplus Items

Samsung	RF8J92D0FLJ	Galaxy S7	Dispose	Technology
Apple	DX3WV1H2HG6X	iPhone 7	Dispose	Technology
Apple	DX3X5SPZHG6W	iPhone 7	Dispose	Technology
Hewlett-Packard	MY7289R19M04Q9	HP Deskjet 6940	Dispose	Technology
Hewlett-Packard	5cd413345w	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5121CZP	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5257TLV	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd5123jyg	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5123KGX	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413318Y	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd5121fk7	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5257TM9	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd6362vdf	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD71957PB	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd5388ljh	HP Chromebook 14 G4	Dispose	Technology
Apple	F9FS850XFCM5	ME276LL/A	Dispose	Technology
Hewlett-Packard	5cd5121jui	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD71300W9	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6357JH2	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd6362v4l	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD5365DSP	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5256B3Y	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd41330pm	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5112M0K	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD55162NN	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6507N3R	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6362TR5	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd5292ntw	HP Chromebook 14 G4	Dispose	Technology
Lumens	D21B05282	DC211	Dispose	Technology
Toshiba	22730213	TDP-TW100	Dispose	Technology
Hewlett-Packard	VNB3G20878	HP LaserJet P2035	Dispose	Technology
Hewlett-Packard	MXL3281NP7	HP Compaq Pro 6300 SFF	Dispose	Technology
Hewlett-Packard	5cd6362v5t	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd6363qy4	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd6362tp8	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD7108BFC	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6362W90	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6362V5R	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD4133FDQ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FWV	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FTN	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FSG	HP Chromebook 14 G1	Dispose	Technology

Surplus Items

Hewlett-Packard	5CD41333XG	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vns	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vk5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413317T	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FTY	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133100	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133Y0Y	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FQ3	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd5292nst	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD4342WF5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4342WBJ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330MN	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133427	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413317Q	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413317X	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133198	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413317P	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FR5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330Sb	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330QD	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FPW	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FPN	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413318F	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330QT	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330BR	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330Qr	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330RB	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330QX	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FLF	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330Vw	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd413311z	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4123476	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4122JH4	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4131HV6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330Q6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330TQ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413311G	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FWT	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330SL	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5121D1Z	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD4170VMD	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FQZ	HP Chromebook 14 G1	Dispose	Technology

Surplus Items

Hewlett-Packard	5cd4170vgq	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5257T1V	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD4133Y0W	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FG1	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133XZZ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4122NVV	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4122NVS	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413318J	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	GEM-103	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330SF	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330SR	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FMJ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FX5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330ZT	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330R5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330V4	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330R6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330S2	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330T6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330TL	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330P7	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330RV	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330S1	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330V2	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413311V	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FXk	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4122JBZ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FV3	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330R4	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330S0	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330SJ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413311M	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330RP	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413310J	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FTX	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133102	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330S6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133121	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330TM	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330H2	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FR0	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330S4	HP Chromebook 14 G1	Dispose	Technology

Surplus Items

Hewlett-Packard	5CD41330NK	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413335F	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330T5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330QZ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FQ6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413317Y	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FQ5	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330VJ	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133166	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FRP	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FRH	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330SW	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FPC	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FRR	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4122NW4	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FQX	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FP8	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413318H	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FQH	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FM4	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FRG	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FRD	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41334%N	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133184	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FM8	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FPY	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4133xxm	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD4123PMT	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133yp6	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133whk	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133vvc	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD41331CM	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fs2	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133ftd	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd41330n8	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD4133X5P	HP Chromebook 14 SMB	Dispose	Technology

Surplus Items

Hewlett-Packard	5cd4133flk	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD4123PP6	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd41330sn	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133426	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fpt	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd41330rg	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd41330pn	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fm9	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fyg	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fxg	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD41330PZ	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fqf	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD5112LZV	HP Chromebook 14 SMB	Dispose	Technology
Apple	F71WJ41YHG6X	A1395	Dispose	Technology
Hewlett-Packard	MY9CG2J0VX05DK	HP Officejet 6000	Dispose	Technology
Apple	F71X50WBHG6X	iPhone 7	Dispose	Technology
Apple	F2LX102HHFM5	iPhone 6	Dispose	Technology
Apple	F17WMC42HG6W	iPhone 7	Dispose	Technology
Hewlett-Packard	JPGGF23611	HP LaserJet 2200D	Dispose	Technology
Epson	ELPD081518D	2408WFP	Dispose	Technology
Hewlett-Packard	5CD7187C45	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6362W73	HP Chromebook 14 G4	Dispose	Technology
Envision	95277CA000276	G218A1	Dispose	Technology
Hewlett-Packard	5cd6362v4j	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD84579KM	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD8203R8S	HP Chromebook 14 G5	Dispose	Technology
Microsoft	1.72405E+15	Surface Pro 4	Dispose	Technology
Hewlett-Packard	5CD412346G	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD8237VK0	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD9299CJJ	HP Chromebook 14A G5	Dispose	Technology
Hewlett-Packard	2CE3101CY9	HP ProBook 4540s	Dispose	Technology
Hitachi	F1H002017	iPJ-AW250N	Dispose	Technology
Epson	UHVK4Y01932	BrightLink 585Wi	Dispose	Technology

Surplus Items

Hewlett-Packard	VND3X55924	HP LaserJet P1102W	Dispose	Technology
Hewlett-Packard	5CD41330NH	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4293xfq	HP Chromebook 14 SMB	Dispose	Technology
Microsoft	21398561753	Surface Pro 4	Dispose	Technology
Hewlett-Packard	5CD71901F2	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD7115QRY	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD55162L6	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6355372	HP Chromebook 14 G4	Dispose	Technology
Samsung	802f43df	Comware 4	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Kyocera	9.90006E+14	Dura XV LTE	Dispose	Technology
Hewlett-Packard	5CD55162LY	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD61206ZX	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	cnc018p6)j	LE1711	Dispose	Technology
Hewlett-Packard	5CD4133192	HP Chromebook 14 G1	Dispose	Technology
Dell	CN0U072N6418095F3SMU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0W5U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J1Q6U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J1QZU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095F3SNU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J1QYU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095F35LU	E170Sc	Dispose	Technology
Hewlett-Packard	5CD61206XL	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6362W9B	HP Chromebook 14 G4	Dispose	Technology
Dell	CN0U072N6418095F3S4U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J1Q3U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0VSU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0WGU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0W4U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0W3U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095F3SUU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0W2U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0WHU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0W6U	E170Sc	Dispose	Technology

Surplus Items

Dell	CN0U072N6418095F3S3U	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J1QRU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J1QQU	E170Sc	Dispose	Technology
Dell	CN0U072N6418095J0WCU	E170Sc	Dispose	Technology
Hewlett-Packard	5CD8237y83	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD929947H	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5cd6362v4g	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD71089ZX	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6085JP7	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd7201fd3	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6092BKG	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD6509527	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd4170vnk	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330VX	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD8349G0D	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD8467F92	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5cd42928h7	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD9299CDD	HP Chromebook 14A G5	Dispose	Technology
Hewlett-Packard	5CD41330W6	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD413345P	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD55162MM	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD8467GHZ	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD8349FYV	HP Chromebook 14 G5	Dispose	Technology
Epson	ELPD063028D	ELPDC10S	Dispose	Technology
Hewlett-Packard	CNC9C3QC60	HP LaserJet 1536dnf MFP	Dispose	Technology
Canon	36425	MX410	Dispose	Technology
Hewlett-Packard	MY7A9BS2ZX04Q9	HP Deskjet 6940	Dispose	Technology
Hewlett-Packard	5CD721B0X7	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5cd65094z6	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD72495GC	HP Chromebook 14 G4	Dispose	Technology
Epson	ELPD021414D	ELPDC10S	Dispose	Technology
Hewlett-Packard	5CD41330TX	HP Chromebook 14 G1	Dispose	Technology
Dell	CN0TP219641807AM4QKS	E178FPc	Dispose	Technology
Hewlett-Packard	5cd5121fj7	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5cd4133fq8	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD719582G	HP Chromebook 14 G4	Dispose	Technology
Samsung	HY3A91JD202379P	XE303C12	Dispose	Technology
Samsung	HY3A91AD218495H	XE303C12	Dispose	Technology
Samsung	HY3A91JD202290L	XE303C12	Dispose	Technology

Surplus Items

ASUS	L8NXCV11F97334A	C434T	Dispose	Technology
Hewlett-Packard	5CD015CL2G	HP Chromebook x360 11 G3	Dispose	Technology
Hewlett-Packard	5CD5121D59	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD8245D9M	HP Chromebook 14 G5	Dispose	Technology
Epson	UKHK5700364	PowerLite 570	Dispose	Technology
Microsoft	26509652053	Surface Pro 3	Dispose	Technology
Hewlett-Packard	5CD7345YWY	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD4133FPD	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vn2	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD90840TX	HP Chromebook 14 G5	Dispose	Technology
Hewlett-Packard	5CD932368R	HP Chromebook 14 G5	Dispose	Technology
Samsung	0ug99fcdc21652a	XE303C12	Dispose	Technology
Samsung	0ug99fbdc19931k	XE303C12	Dispose	Technology
Samsung	hy3a91bdc02785k	XE303C12	Dispose	Technology
Hovercam	SLS200903202760D	SOLO Spark	Dispose	Technology
Hewlett-Packard	5CD6124PLT	HP Chromebook 11 G4	Dispose	Technology
Hewlett-Packard	5CD6124PM5	HP Chromebook 11 G4	Dispose	Technology
Hewlett-Packard	8CG71510JG	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	8CG71510CF	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	8CG715106F	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	8CG71510DG	HP Chromebook 14 G4	Dispose	Technology
Hewlett-Packard	5CD41330R8	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD91109GT	HP ProBook 450 G5	Dispose	Technology
Hewlett-Packard	2ua3070t08	HP Compaq Elite 8300 Small Form Factor	Dispose	Technology
Dell	64J1Q22	OptiPlex 9020	Dispose	Technology
Hewlett-Packard	2ce2351vhm	HP ProBook 4520s	Dispose	Technology
Hewlett-Packard	5CD41330WH	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FT0	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FRN	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vhb	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vmz	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vn0	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133FW9	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD4133183	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vmt	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4133xz9	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4133fqv	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5123KDS	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5122Y7W	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD41330JN	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5257TJK903870	HP Chromebook 14 G3	Dispose	Technology

Surplus Items

Hewlett-Packard	5CD5365F27	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5257TLB	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD52569RF	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5cd4133fn8	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4133194	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vmv	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170vky	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd4170tqm	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5cd41330fl	HP Chromebook 14 G1	Dispose	Technology
Hewlett-Packard	5CD5121FQ3	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD4122HV5	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD4132J8Y	HP Chromebook 14 SMB	Dispose	Technology
Hewlett-Packard	5CD5121FK3	HP Chromebook 14 G3	Dispose	Technology
Hewlett-Packard	5CD5123KJH	HP Chromebook 14 G1	Dispose	Technology
HP Compaq LE1711	3CQ030BWYX	Monitor	Dispose	Technology
HP Compaq LE1712	CNC018P5G4	Monitor	Dispose	Technology
1908FPt	CN-0FP182-71618-7C6A930	Monitor	Dispose	Technology
PP28L	cn0d501f7016684b0b0s	Laptop	Dispose	Technology
HP ProBook 4530s	cnu1383fzl	Laptop	Dispose	Technology
HP ProBook 4530s	cnu21808td	Laptop	Dispose	Technology
HP Chromebook 14 G3	5CD53102L3	Chromebook	Dispose	Technology
Dell C3760dn Color Laser Jet	CN0R6YGK719713BMV154	Printer	Dispose	Technology
OptiPlex 9020	BTKTGS1	Desktop	Dispose	Technology
OptiPlex 9020	47C8X12	Desktop	Dispose	Technology
OptiPlex 9020	4789X12	Desktop	Dispose	Technology
OptiPlex 9020	JRC6Z12	Desktop	Dispose	Technology
OptiPlex 9020	47L8X12	Desktop	Dispose	Technology
OptiPlex 9020	JRC5Z12	Desktop	Dispose	Technology
OptiPlex 9020	4748X12	Desktop	Dispose	Technology
OptiPlex 9020	JRC4Y12	Desktop	Dispose	Technology
OptiPlex 9020	JRCHY12	Desktop	Dispose	Technology
OptiPlex 9020	64L0Q22	Desktop	Dispose	Technology
OptiPlex 9020	4749X12	Desktop	Dispose	Technology
OptiPlex 9020	3GYKZ12	Desktop	Dispose	Technology
OptiPlex 9020	4758X12	Desktop	Dispose	Technology
OptiPlex 9020	47M8X12	Desktop	Dispose	Technology
OptiPlex 9020	4738X12	Desktop	Dispose	Technology
OptiPlex 9020	4768X12	Desktop	Dispose	Technology
OptiPlex 9020	47D7X12	Desktop	Dispose	Technology
OptiPlex 9020	8K4WY12	Desktop	Dispose	Technology

Surplus Items

OptiPlex 9020	64M0Q22	Desktop	Dispose	Technology
Epson ELPDC11	NCYF2306700	Document Camera	Dispose	Technology
Dell 1200MP	5143820401	Projector	Dispose	Technology
HP P2358AA	BF61579846	Keyboard	Dispose	Technology
Dell KB212-B	CN-0DJ454-71581-45E-06FU-A01	Keyboard	Dispose	Technology
CA	3010	Speakers	Dispose	Technology
TP-Link	2.15525E+12	WiFi adapter	Dispose	Technology
Dell	CN-0DJ331-71616-83D-0DPS	Keyboard	Dispose	Technology
Dell	CN-0DJ331-71616-83D-0CPJ	Keyboard	Dispose	Technology
Dell	CN-0RH659-73571-957-06GB	Keyboard	Dispose	Technology
Dell	CN-0W2739-69804-4CF-4079	Speakers	Dispose	Technology
HP	2C7221922919	CD Drive	Dispose	Technology
Dell	I0J09P27	Mouse	Dispose	Technology
Dell	I1004G82	Mouse	Dispose	Technology
Dell	759QK81	Desktop	Dispose	Technology
Dell	C8QY2B81	Desktop	Dispose	Technology
HP	KU-0316	Keyboard	Dispose	Technology
HP	MOAFOU	Mouse	Dispose	Technology
HP	CNC9C5GB93	Printer	Dispose	Technology
Epson ELPDC10S	ELPD081518D	Document Camera	Dispose	Technology
Epson	ePowerLite X27	Projector	Dispose	Technology
Dell	CN-0FFP182-71618-7C6-AB1Y	Monitor	Dispose	Technology
Envision	91076CA003926	Monitor	Dispose	Technology
HP	PCBWP0MCY2DBLQ	Motherboard	Dispose	Technology
HP	5cd4072w6f	Chromebook	Dispose	Technology
HP	5cd4022dqk	Chromebook	Dispose	Technology
Samsung	HY3A91AD234858Y	Chromebook	Dispose	Technology
HP Compaq LE1711	3CQ030BWYX	Monitor	Dispose	Technology
HP Compaq LE1712	CNC018P5G4	Monitor	Dispose	Technology
1908FPt	CN-0FP182-71618-7C6A930	Monitor	Dispose	Technology
PP28L	cn0d501f7016684b0b0s	Laptop	Dispose	Technology
HP ProBook 4530s	cnu1383fzl	Laptop	Dispose	Technology
HP ProBook 4530s	cnu21808td	Laptop	Dispose	Technology
HP Chromebook 14 G3	5CD53102L3	Chromebook	Dispose	Technology
Dell C3760dn Color Laser Jet	CN0R6YGK719713BMV154	Printer	Dispose	Technology
OptiPlex 9020	BTKTGS1	Desktop	Dispose	Technology
OptiPlex 9020	47C8X12	Desktop	Dispose	Technology
OptiPlex 9020	4789X12	Desktop	Dispose	Technology
OptiPlex 9020	JRC6Z12	Desktop	Dispose	Technology
OptiPlex 9020	47L8X12	Desktop	Dispose	Technology
OptiPlex 9020	JRC5Z12	Desktop	Dispose	Technology

Surplus Items

OptiPlex 9020	4748X12	Desktop	Dispose	Technology
OptiPlex 9020	JRC4Y12	Desktop	Dispose	Technology
OptiPlex 9020	JRCHY12	Desktop	Dispose	Technology
OptiPlex 9020	64L0Q22	Desktop	Dispose	Technology
OptiPlex 9020	4749X12	Desktop	Dispose	Technology
OptiPlex 9020	3GYKZ12	Desktop	Dispose	Technology
OptiPlex 9020	4758X12	Desktop	Dispose	Technology
OptiPlex 9020	47M8X12	Desktop	Dispose	Technology
OptiPlex 9020	4738X12	Desktop	Dispose	Technology
OptiPlex 9020	4768X12	Desktop	Dispose	Technology
OptiPlex 9020	47D7X12	Desktop	Dispose	Technology
OptiPlex 9020	8K4WY12	Desktop	Dispose	Technology
OptiPlex 9020	64M0Q22	Desktop	Dispose	Technology
Epson ELPDC11	NCYF2306700	Document Camera	Dispose	Technology
Dell 1200MP	5143820401	Projector	Dispose	Technology
HP P2358AA	BF61579846	Keyboard	Dispose	Technology
Dell KB212-B	CN-0DJ454-71581-45E-06FU-A01	Keyboard	Dispose	Technology
CA	3010	Speakers	Dispose	Technology
TP-Link	2.15525E+12	WiFi adapter	Dispose	Technology
Dell	CN-0DJ331-71616-83D-0DPS	Keyboard	Dispose	Technology
Dell	CN-0DJ331-71616-83D-0CPJ	Keyboard	Dispose	Technology
Dell	CN-0RH659-73571-957-06GB	Keyboard	Dispose	Technology
Dell	CN-0W2739-69804-4CF-4079	Speakers	Dispose	Technology
HP	2C7221922919	CD Drive	Dispose	Technology
Dell	I0J09P27	Mouse	Dispose	Technology
Dell	I1004G82	Mouse	Dispose	Technology
Dell	759QK81	Desktop	Dispose	Technology
Dell	C8QY2B81	Desktop	Dispose	Technology
HP	KU-0316	Keyboard	Dispose	Technology
HP	MOAFOU	Mouse	Dispose	Technology
HP	CNC9C5GB93	Printer	Dispose	Technology
Epson ELPDC10S	ELPD081518D	Document Camera	Dispose	Technology
Epson	ePowerLite X27	Projector	Dispose	Technology
Dell	CN-0FFP182-71618-7C6-AB1Y	Monitor	Dispose	Technology
Envision	91076CA003926	Monitor	Dispose	Technology
HP	PCBWP0MCY2DBLQ	Motherboard	Dispose	Technology
HP	5cd4072w6f	Chromebook	Dispose	Technology
HP	5cd4022dqk	Chromebook	Dispose	Technology
Samsung	HY3A91AD234858Y	Chromebook	Dispose	Technology

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:
Approve 2019-2020 School Accountability Report Cards (SARCs) Published in 2020-2021

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kathleen Leehane
Director of Supplemental Programs & Accountability

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
NA

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

Education Code Section 35256 requires that the governing board of each school district annually issue a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request.

Enclosed are the 2019-2020 SARCs for each school.

RECOMMENDATION:
Administration recommends the Board approve the 2019-2020 SARCs for issuance.

Carlin C. Coppin Elementary School

150 E. 12th Street • Lincoln, CA 95648-1825 • (916) 645-6390 • Grades K-5
Shamryn Coyle, Principal
scoyle@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board
Kris Wyatt, President
Damian Armitage, Vice President
Brian Haley, Clerk
Criste Freymond, Member
Jason Price, Member

District Administration
Scott Leaman
Superintendent
Kerry Callahan
Deputy Superintendent, Educational Services
Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
Assistant Superintendent, Human Resources

School Description

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 414, with two to three classes at each grade level. The ethnic makeup is as follows: 57% Caucasian, 35% Hispanic/Latino, 8% comprising of African American, American Indian, Asian , Pacific Islander, mixed races and unclassified. We are a Title I school with 43% of our students qualifying for free and reduced lunch. The Principal is Shamryn Coyle. Scott Leaman is Western Placer Unified School District's Superintendent.

With the COVID-19 Pandemic this year, significant supports will be needed to address the academic and social emotional needs of our students and families in this unprecedented time. Never before have we seen a crisis such as this in our world let alone our educational system. Ample attention will be paid to supporting our students and families during this time and our resources at school will be allocated accordingly to close the achievement gap for our significant sub groups while continuing to support all students staff and families.

Our Title I and Supplemental funds are used to support student growth and achievement in both the academic and social/emotional realms. The majority of our Title I monies are used to fund 3 staff members. 2 Instructional Support Providers (ISP) are funded by this source as well as a bilingual aide/clerk to support the needs of our English Learners and Spanish Speaking Community. Our ISPs directly support student instruction during the instructional day in what is called Spotlight. Students needing additional support or enrichment are identified through our Multi-Tiers Systems of Support process and are matched with appropriate instructional support and are monitored to ensure it is meeting their needs. Our teachers utilize Professional Learning Community (PLC) time on a regular basis to analyze data and determine student needs and plan cycles of instruction based on Response to Intervention practices (RtI) and Multi-Tiered Systems of Support (MTSS). Our Spotlight time extends upon best first instruction to meet student needs in a more individualized and differentiated format. Subject matter for Spotlight shifts throughout the year based on data and student need.

With close to 21% of our school population being Hispanic and with 11% being English Learners we continue to employ a Bilingual Clerk/Instructional Aide to support the needs of this part of our school community. Approximately 19% of our families benefit from primary language support to assist with communication and maintain involvement in their child's education. Our Bilingual Clerk/Aide provides direct support to students in the classroom with extra tutoring and/or primary language support when appropriate. She translates important school documents and interprets at conferences and IEP and SST meetings on campus. Additionally this person also serves as a communication liaison between teachers and families when language may be a barrier. She coordinates our English Learner Advisory Council and provides ongoing Parent Information Classes utilizing Latino Family Literature Curriculum and other resources. Our Spanish speaking community is actively involved in our school community and can support their child's learning because they have quick and easy access to the school and can communicate and receive information in their primary language, Spanish.

In addition to personnel we have also been able to utilize our funds to purchase technology and supplemental curriculum materials as well as training and professional development for staff. Student access to technology varies throughout our district. Over time we have been able to purchase new Chromebooks to support student learning. We are working toward a 1:1 ratio this year with the COVID-19 pandemic. The district his also helping to purchase technology to support learning. We continue to purchase new computers and replace outdated machines as needed. This allows our students to access a key component to our instructional programs, iReady. We utilize iReady Reading and Math for universal screening, progress monitoring and ongoing instructional practice. iReady recommends students work 90 minutes weekly. In order for students to meet that weekly goal we must have enough computers on campus for them to access the program. This year we will also utilize STAR reading and math assessment to further monitor progress and inform our instruction.

Carlin C. Coppin is a certified AVID Elementary School Site. We continue to use Title I and Supplemental dollars to support our program implementation. This includes supporting our Site Coordinator in the administrative tasks as well as professional development for staff as well as student materials and supplies such as binders and planners. AVID is an internationally recognized program that helps to support college and career readiness for all students. We continue to send staff members to AVID Summer Institute and work to maintain our certification.

Carlin C. Coppin is one of the oldest campuses in WPUSD. We continue to place emphasis on updating and upgrading our learning environments by purchasing new furniture to support flexible seating needs, upgrading classroom technology so teachers can have quick access to teaching tools to best meet student needs.

We also continue to utilize these funding sources to upgrade and update our school library.

MISSION STATEMENT: As a school community, we will develop, encourage, inspire and challenge students to learn and become productive and honorable members of society.

VISION STATEMENT: Community, Caring, Commitment: Through positive relationships and personal interactions we will meet the needs of the whole child in a fun, loving and joyful environment.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	75
Grade 2	73
Grade 3	73
Grade 4	66
Grade 5	65
Total Enrollment	441

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	1.1
Filipino	0.9
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.2
White	58.7
Two or More Races	3.4
Socioeconomically Disadvantaged	42.2
English Learners	10.2
Students with Disabilities	11.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Carlin C. Coppin	18-19	19-20	20-21
With Full Credential	23	23	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Carlin C. Coppin Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	K-5 Pearson Envisions (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	K-5 Delta Science/FOSS Science (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Scott Foresman: History Social Science for CA (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/17/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Office: Stained ceiling tiles Cafeteria: Stained ceiling tiles. Flooring poor. Multi Purpose Room: stained ceiling tiles. Flooring poor. Classroom C: carpet tears Classroom E: carpet is poor. Classroom 1: Wall water stains. Classroom M: The carpet is very worn and is soiled and ripped
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K1: Tile repair in boys restroom, Stained ceiling tiles. Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk. Classroom P: door closer broken
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	57	N/A	50	N/A
Math	42	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	31	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents play an important role at Carlin C. Coppin through active participation and involvement in School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Parent Teacher Club (PTC), the art docent program, annual events, and volunteering in the classroom. Parents support school activities such as assemblies, annual events and purchases of teaching resources and rewards. Parents can access our school website, school app or call the school office for more information about becoming involved in school activities. With the COVID-19 pandemic we are not able to welcome parents and community members to campus. They continue to be supportive and involved remotely. We hope to welcome them back when it is safe to do so. Our teachers play a critical role in maintaining two-way communication with families.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
The School Safety Plan, revised and approved in October of each year, lays out a plan for ensuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to ensure the safe and orderly ingress and egress of students. The campus is closed during the day with all visitors checking in at the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Emergency procedures are rehearsed throughout the school year. A Behavior Intervention Support program is in place to recognize and reward students for positive behaviors that contribute to a safe and orderly school climate. For more detail, please visit the school or district website to view the Safety Plan in its entirety.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.9	1.5	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.02	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		3		23		4		23		4	
1	25		3		22	1	2		38	1	3	3
2	36		3	1	24		3		28	1	4	1
3	27		2		22		3		18	1	3	
4	37		2	1	31		2		25	2	1	1
5	23	1	2		157			6	33	2	2	2
Other**	9	1			11	2			62		1	5

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	18	25+

Western Placer Unified School District will provided extensive staff development days this year to support distance learning platforms due to COVID-19. Additionally, many opportunities are available for staff development through both the District and Placer County Office of Education, a regular calendar of events offered throughout the school year has allowed staff to attend a variety of workshops . Staff have attended professional development with Universal Design for Learning, GLAD, AVID, Placer County Office of Education, Pearson Envisions Math program, Ready Common Core Mathematics, as well as opportunities offered through the district which include iReady and Illuminate. Latino Family Literacy and Sight Word Busters are other programs offered to our school community. Staff is also participating in regularly scheduled grade level professional where grade level teams work together to create goals and curriculum in the areas of Language Arts and Mathematics. Members of the school staff also took advantage of district Teachers on Special Assignment to come and meet with grade level teams and model lessons.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,583	$3,987	$7,595	$72,410
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.5	-9.7
School Site/ State	-2.0	-9.0

Note: Cells with N/A values do not require data.

Types of Services Funded

Carlin C. Coppin receives Title I funding support, as well as district supplemental funding to support student learning and supplemental materials. School Site Council has allocated these funds in the following ways: Substitute costs and workshop fees allowing staff to attend curriculum specific training, substitute costs for staff to work in grade level teams developing goals, lessons, curriculum and materials for all students, teacher stipends for choir, Student Study Team Coordinator, Technology Support, special assemblies and programs, library materials and teaching resources.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Creekside Oaks Elementary School

2030 First Street • Lincoln, CA 95648 • (916) 645-6380 • Grades K-5
Megan Dickson, Principal
mdickson@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Kris Wyatt, President

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President

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Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent Business Services

Gabe Simon
Assistant Superintendent Human Resources

School Description

Creekside Oaks Elementary is located in the center of Lincoln, California. It is an established school with successful programs that meet the needs of all students. Our mission at Creekside Oaks Elementary is to build a community while empowering students with skills needed to be successful lifelong learners. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students. Creekside Oaks' motto is "Community of Empowered Students". Creekside Oaks' vision is "Upon promotion from Creekside Oaks - students will have the academic, social, language, technological, and organizational skills to be successful middle school students".

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	136
Grade 1	96
Grade 2	85
Grade 3	97
Grade 4	96
Grade 5	99
Total Enrollment	609

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.5
Asian	1.6
Filipino	2
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	0.3
White	48.9
Two or More Races	7.2
Socioeconomically Disadvantaged	40.6
English Learners	13.1
Students with Disabilities	10
Foster Youth	0.7
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Creekside Oaks	18-19	19-20	20-21
With Full Credential	28	27	21
Without Full Credential	0	0	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Creekside Oaks Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	EnVision Math - Pearson Education, Grades K-5 (Adopted 2014) Associates Ready Common Core Math as a supplement **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Science/FOSS (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman: History Social Science for California (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/21/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Office: Carpet stained and ceiling tile stained. Portable 30: Carpet in poor condition Portable 27: Stained carpet Portable 25: Stained carpet. Classroom 36: Stained and damaged ceiling tiles. Carpet in poor condition. Classroom 35: Carpet in poor condition Classroom 31: wallpaper is peeling on wall Portable 23: Carpet in very poor condition. Portable 22: Damaged ceiling tiles. Portable 21: Damaged ceiling tiles Portable 20: Damaged ceiling tiles Portable 19: Stained ceiling tiles Library: Ceiling tiles damaged, carpet in poor condition Portable 18A: Damaged ceiling tiles, sink counter in poor condition. Portable 18: Sink counter top in poor condition. Portable 19: Holes in ceiling tiles. Classroom 12: Carpet in poor condition Classroom 10: Carpet in poor condition Portable 8: Carpet in poor condition. K1: Vinyl flooring coming up along with restroom needs FRP for walls. K2: Vinyl flooring coming up along with restroom needs FRP for walls. Classroom 17: Vinyl flooring coming up along with restroom needs FRP for walls. Classroom 16: Ceiling tiles damaged. Vinyl tiles at doorway damaged. Classroom 15: Ceiling Tiles. Classroom 13: Carpet in poor condition. Classroom 14: Carpet in poor condition, ceiling tiles are water damaged

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K1: Vinyl flooring coming up along with restroom needs FRP for walls Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Classroom 17: dry rot on side of building Classroom 16: dry rot on side of building Classroom 15: dry rot on side of building Office: stained rusted window seals. Library: Ceiling tiles damaged.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Portable 7: Door handle has mechanical problem. Classroom 2: South window leaks Portable 9: Extreme deficiency, No Comment
Overall Rating	**Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	55	N/A	57	N/A	50	N/A
Math	55	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	48	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parent involvement is an integral part of any school community. Prior to the COVID restrictions that limited parent volunteers on campus, we encouraged parents to volunteer in the classrooms at our school as much as they desire as long as they have a current TB test and fingerprints with the district. We also have opportunities for parents to participate in our Parent Teacher Organization (PTO). Our PTO has continued to provide support for teachers and classrooms from a distance. Parents also are welcome to participate in and attend our virtual School Site Council Meetings. These meetings include discussions about school programs, school budgets, and seeks input from the site council members on how to best utilize school funds to help students maximize achievement while meeting the needs of our community. Additionally, parents of English Learners are welcome to attend our virtual ELAC (English language Advisory Council) meetings. During these meetings, we discuss the needs of students who are English Learners, programs to support them, and ways we can better inform parents of the educational process for their children. We offer a parent liaison to help build parent involvement and literacy support for parents and students. Prior to COVID, we had a parent involvement team that worked at increasing parent involvement, including parent picnic days on campus and parent empowerment nights in which teachers teach parents about academic programs and ways to support student learning. We also offered English classes in the evenings for parents. We look forward to providing these supports when restrictions are lifted. You can find out more about opportunities to participate at school by calling the school office at (916) 645-6380.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Creekside Oaks is a school where students can excel academically and can find a safe and comfortable place to learn. Students focus on being safe, respectful, responsible, and unified. They are expected to demonstrate these characteristics in all their interactions throughout each school day. Students develop these characteristics by the way they treat themselves and each other. Teachers demonstrate these characteristics by the way they treat students and how they interact with parents and other staff members. Teachers utilize "Love and Logic" strategies to create a positive learning environment and promote student responsibility of their own behavior. Creekside Oaks is a school community that prides itself on working together and collaborating to help students have a positive learning experience. Creekside Oaks is a PBIS school and uses positive interventions and the bucket filling philosophy to discourage negative behavior and create a positive learning environment.

Creekside Oaks has a school safety plan that outlines how to assure that students will be safe and comfortable while on campus. It also includes procedures to keep students safe during emergency situations. The plan is updated and revised every year through our School Site Council to accommodate any improvements that need to be made. The school's safety plan is based on the practices of the standard response protocol (SRP) through the "I luv u guys" foundation iloveuguys.org. We have a school safety team that analyzes and makes recommendations to create a safe school environment. We are currently working with Lincoln Police to streamline safety procedures and maximize the safety of the campus. Last we are developing our school plans for reunification through the SRM.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.3	1.3	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.08	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	1	3		21	1	6		20	2	5	
1	23		5		40		3	1	31	1	4	1
2	22		4		23	1	3		50		3	2
3	28		3		23	1	3		49	1	4	3
4	28		3		28		3		47	1	3	2
5	41	1	4	3	106	1	3	3	49	1	2	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	30	35	16

Headed into the 2020-21 school year, all teachers received up to three weeks of training in a variety of technology topics from the district. This professional development time helped ensure that teachers were ready to work in the new distance learning platform. Prior to COVID, the district sponsored many opportunities for professional development. The Creekside Oaks staff participated in behavior training in the Love and Logic program, which provided staff members with strategies to work with students to take responsibility for their actions and accept appropriate consequences. Teachers had also attended professional development in teaching to the ELA common core standards through the Placer County Office of Education, developing writing skills, teaching academic vocabulary, utilizing engagement and checking for understanding strategies to improve instruction, and utilizing the ELD standards in our English Learner instruction. This includes ELD integrated and designated training's from the district. Teachers have been trained in GLAD strategies. Science teachers were trained for the Next Generation Science Standards. The district also provided training for youth development institute (YDI), which helps build relationships and the leadership capacity of our youth. All teachers were being trained in TESS (Total Education System Supports) to support math instruction. Teachers were also being trained in AVID (Advancement Via Individual Determination) and the iReady diagnostic program (online instruction at each students academic level). Last we started TLC (Teacher Learning Centers) in which teachers work on lesson design and team-teach lessons to students.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,436	$3,538	$7,898	$79,490
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.4	-0.4
School Site/ State	1.9	0.4

Note: Cells with N/A values do not require data.

Types of Services Funded

Creekside Oaks Elementary qualifies for state and federal categorical funding through Title 1 and LCFF funds. This additional funding allows Creekside Oaks to support students of differing needs and circumstances. This includes a parent liaison and Title 1 support programs. To better meet the needs of all students Title 1 funds are being put towards supplemental programs such as iReady for math and language Arts, Ready Common Core math and language arts, technology training, math training for the entire staff, and Elementary AVID. We also offer intervention programs through instructional support providers to meet the academic needs of all students. This support comes from Title 1 funds as well.

DataQuest

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First Street School

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Rey Cubias, Principal
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District Governing Board

Kris Wyatt, President

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School Description

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades, a county preschool, and some district special programs. The enrollment is 480 with two to four classes at each grade level. The ethnic composition of the student body is 58% Hispanic, 33% Caucasian, and 9% other designations. English and Spanish are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's 3rd-5th Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, an Intervention Service Provider, we are a PBIS school, and we are working towards becoming a school-wide AVID school. We also provided site-based counseling provided by Wellness Together. At First Street School, students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. Parents play a vital role at FSS with their active participation and involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC), the Parent Teacher Club (PTC) now known as "CHAMPS", annual events and volunteering at the school and in the classrooms. Activities include but are not limited to an annual FUN RUN, a Harvest Festival, dinner nights at local restaurants, an annual Book Fair, school assemblies, evening performances and more. *Note: Much of what we typically do and provide as a school community has had to be modified or put on hold for the year to accommodate COVID-19 safety restrictions.

Students are provided with a Common Core curriculum, which has been designed to help each student achieve the best results possible. As mentioned above, we are working towards becoming school-wide AVID. Students are challenged and inspired to reach their potential through meaningful and engaging lessons and activities. Students are given the opportunity to learn through cross-curricular and hands-on activities involving STEAM, garden plots, and technology.
Some additional opportunities available include:

- Science curriculum taught by a science specialist
- School-wide music program taught by a music specialist
- After-school band and choir program for upper grades
- Student leadership program for 4-5 students
- Roadrunner Ambassadors program
- After school enrichments: choir, band, Early Engineers, Firefly Art class, Vision "SAS" soccer clinic, and media/technology club.
- Staff trained in GLAD and TESS instructional strategies
- 1-1 Chromebook to student ratio
- Robotics taught during science time for grades 3-5
- "B.E.E.P." school rules founded on PBIS (Positive Behavior Intervention Supports) and more than half the staff trained in Youth Development Institute principals for school engagement.
- Physical education opportunities including a circuit training program provided by Sami's Circuit and a dance program/performance taught by Starstruck Showcase.
- Note: Much of what we typically do and provide as a school community has had to be modified or put on hold for the year to accommodate COVID-19 safety restrictions.

Mission Statement - "Purpose"
"First Street School is dedicated to guiding students to become positively contributing citizens and life-long learners."

Vision Statement - "Compelling Future"
"All students will be empowered to become productive citizens and life-long learners who practice excellence of character in an ever-changing world."

Motto - "We're going places!"

Values - "Collective Commitments"

To achieve our vision, we are committed to working collaboratively to:

- Promote the positive in all interactions with students, staff, and community members.
- Think positively
- Act positively
- Be positive
- Share data with colleagues to help facilitate intervention/enrichment that is appropriate.
- Meet the needs of all students by using assessments on an ongoing basis to adjust our instruction.
- Support and encourage all students to use their learning tools to cooperatively aspire to reach their own best abilities and efforts.
- Greet and acknowledge students to help foster a sense of belonging.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	75
Grade 2	66
Grade 3	64
Grade 4	105
Grade 5	70
Total Enrollment	447

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	1.1
Hispanic or Latino	67.1
Native Hawaiian or Pacific Islander	0.4
White	26.2
Two or More Races	1.8
Socioeconomically Disadvantaged	66.7
English Learners	32.9
Students with Disabilities	10.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for First Street School	18-19	19-20	20-21
With Full Credential	23	24	23
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at First Street School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	• English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023) o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) o 4 – 6 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017; 6 – Adopted 2018) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Pearson Envisions (Adopted 2014) Curriculum Associates Ready Classroom Math (supplemental materials) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Science/FO55 (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Pearson Scott Foresman: History/Social Science for CA (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/21/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	MPR: Wall paper is torn and the floor tile is damaged. Library - Speech: Damaged ceiling tile. Room 24: Damaged ceiling tile. Room 22: Damaged ceiling tiles. Room 20: Damaged vinyl wall surface, Damaged ceiling tiles, Baseboard coming of wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Room 17: Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	57	N/A	50	N/A
Math	44	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	39	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents play important roles at First Street School through their active participation and involvement in School Site Council (SSC), English Learner Advisory Committee (ELAC), "CHAMPS" Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents. We have begun a more extensive process for reviewing school information with staff, district, and community stakeholders. At the end of the 18-19 school year, we put out a detailed budget review of our funding streams and expenses. That review also included a look ahead to some initial ideas and plans for the 19-20 school year. In addition, a parent survey has been conducted the past two years to get some feedback on how the community felt we were doing and where they would like to see some improvements and changes. We communicate extensively through our school website; the "Roadrunner Weekly" newsletter; school App notifications; Parent Square calls and emails; our Facebook page; and Peach Jar flyers. *Note: Much of what we typically do and provide as a school community has had to be modified or put on hold for the year to accommodate COVID-19 safety restrictions.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Monthly drills are planned and carried out annually, as well as a school-wide evacuation/reunification drill. A new district-wide communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site. We also continue to enhance our camera system to add better schoolwide surveillance coverage.

A safety plan was also developed for First Street School. A committee composed of administration, certificated and classified personnel, parents, and law enforcement reviews the plan annually and revises it as deemed necessary.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.1	0.6	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.07	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		3		25		3		22		3	
1	22		3		24		3		25		3	
2	26		3		23		2		40	1	2	2
3	26		3		25		4		32	2	2	2
4	24		3		28		2		45	2	3	2
5	38	1	2	1	113		3	2	28	2	2	1
Other**	7	1			6	1			74			3

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

For the last three years, First Street School has participated in staff development opportunities focused on effective first instruction (AVID, TESS, GLAD, ELL, Ready Common Core) and school climate and culture (YDI, PBIS) in addition to the work in the effective implementation of the Common Core State Standards. Currently, we are going through math standards framework and assessment training; ELD instruction training; and Ready Classroom Math training as well, The staff has also engaged in additional training provided by the district, county office of education and the school site. Additionally, many opportunities are available for staff development credit, both during the school day/year and after hours. *Note: Much of what we typically do and provide as a school community has had to be modified or put on hold for the year to accommodate COVID-19 safety restrictions.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,674	$4,637	$8,037	$78,560
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.1	-1.6
School Site/ State	3.6	-0.8

Note: Cells with N/A values do not require data.

Types of Services Funded

First Street School has made substantive improvements in student achievement in ALL subgroups since first being identified for Program Improvement in 2006, and has decreased the achievement gap in ALL significant subgroups in BOTH ELA and Math since that time. The administration and staff have done this through extensive staff development and instructional improvements including:

- Staff development and implementation of GLAD/ELL integrated and designated strategies
- Staff development and implementation of GATE/Differentiation strategies
- Staff development and implementation of Step Up To Writing strategies
- Staff development and implementation of iReady/Ready Common Core Diagnostic & Instructional Programs in ELA (4th-5th) and Math (1st-5th)
- Extended Day/School Year instructional programs
- Data collection and use on student achievement through Illuminate
- Instituting (PLC's) Professional Learning Communities
- Staff Development and implementation of direct instruction strategies through Total Educational Support Services (TESS) techniques and the TESS framework.
- Staff Development and implementation of Youth Development Institute (YDI) philosophy and strategies.
- Focused Math, ELA and Writing staff development

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Foskett Ranch Elementary School

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Gina Pasquini, Principal
gpasquini@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

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District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business

Gabe Simon
Assistant Superintendent, Human Resources

School Description

Foskett Ranch.....a place where Falcons soar!

At Foskett Ranch Elementary School students learn essential skills and knowledge to successfully progress towards college and career readiness.

Foskett Ranch opened its doors in August 2005 and currently educates about 400 preschool through 5th grade students. In addition to quality instruction based on high standards for achievement, our focus has been to build positive school and community relations. Staff and parents organize family nights, festivals, and events to honor various achievements. Since the 2008-2009 school year we have continued our journey towards developing our school as a Professional Learning Community (PLC), a group that continually collaborates to seek answers to the questions- What do we want our students to know? How will we know they have achieved the objectives? What will we do when students do not achieve the objectives? What will we do when students advance beyond the objectives? This results-based, student-centered process focuses our instruction, intervention, and professional development and plays a major role in our success. In 2010, we received state recognition as a California Distinguished School. The positive energy, collaborative spirit and devotion of adults on campus towards student achievement make Foskett Ranch a wonderful place to learn and grow.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	71
Grade 2	69
Grade 3	63
Grade 4	69
Grade 5	65
Total Enrollment	412

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.7
Asian	2.4
Filipino	1.2
Hispanic or Latino	22.8
Native Hawaiian or Pacific Islander	0.2
White	64.1
Two or More Races	5.1
Socioeconomically Disadvantaged	18.4
English Learners	4.1
Students with Disabilities	10.9
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Foskett Ranch	18-19	19-20	20-21
With Full Credential	28	21	20
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Foskett Ranch Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English/Language Arts, including the English language development component of an adopted program- (Adoption cycle 2015-2023) * K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Mathematics – (Adoption Cycle 2014 - 2022) TK McGraw Hill My Math (Adopted 2014) K – 5 Pearson Envisions (Adopted 2014) K – 5 Curriculum Associates Ready Common Core Math (Supplement 2019) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science – (Adoption Cycle 2006 – 2008) K – 5 Delta Science/FOSS (Adopted 2007) Note: To align with the newly adopted Science Framework (2016), WPUSD will transition to materials better aligned with the new framework. K-8 teachers were supposed to review and pilot materials during the 2019-2020 school year. Due to COVID-19, this process was delayed. Materials will be piloted during the 2021-2022 school year, assuming we return to a normal instructional schedule. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science – (Adoption Cycle 2005 – 2007) K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) Note: To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework. Grades 6-12 have adopted new materials, and K-5 teachers will pilot materials during the 2022-2023 school year after the science adoption is completed **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/22/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Classroom 104: Crack in wall below window
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Science: Fill holes in tile where soap dispensers were removed, Stained ceiling tile
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Office: Ceiling tile stained along with roof leak. Classroom 107: Rain gutters dripping at seams.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	61	N/A	57	N/A	50	N/A
Math	55	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	42	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Foskett Ranch parents are actively involved. In a typical year, parents assist teachers daily in the classroom with small group instruction, art presentations and projects, preparing lessons, chaperoning field trips and at class social events. Our Parent Teacher Organization (PTO) enhances the school's instructional program. Parents and staff on this committee organize and host activities and events such as fundraisers, family nights held each trimester, book fairs, and after-school enrichment clubs. Parent volunteers also play a vital role on our School Site Council (SSC), an advisory committee that helps with the school improvement plan. Unfortunately, due to current conditions, family nights, field trips, and on-campus volunteers are not allowed. The staff and students at Foskett Ranch look forward to when we can once again welcome families on site.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the School Plan for Student Achievement, the Family Handbook, and the Site Crisis Management Plan. The SSP addresses a wide range of safety issues such as student discipline, safe entry and exit to campus, physical plant safety, and crisis intervention. The SSP is reviewed annually and updated as necessary by the School Site Council.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.2	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	16	3	1		19	2	2		17	2	2	
1	23		3		22		3		41		3	2
2	23	1	2		23		3		41		3	2
3	21		3		22	1	2		38	1	2	2
4	30		2		25		2		52			4
5	47	1	3	2	92	1	3	2	49		1	2
Other**									7	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	19	12

At the district level many professional development opportunities are available for staff development including positive behavior support strategies, and strategies/techniques to address the needs of English learners and students with special needs, GATE certification, math, language arts, and Next Generation Science Standards (NGSS). Four district instructional coaches work individually and with grade levels to assist in the areas of English language arts, math and science. Two of the coaches also assist schools to implement the English Language Development Standards (ELDS) to gain an understanding of designated and integrated English Language Development to implement in the classroom. At the site level teachers collaborate in grade level teams to design English language arts units that align with literature, social studies, science, English language development, technology and the arts. Last year, three grade levels work with an outside consultant to participate in a deep study of the state math frameworks and the standards to design lessons and units that address the rigor of the math frameworks.

This year, professional development looked a bit different and was centered around training teachers on online resources and technology needed for distance learning. Western Placer staff were offered virtual trainings for a variety of educational technology resources prior to school beginning in August

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,989	$4,953	$8,037	$85,188
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	4.1	6.5
School Site/ State	3.6	7.3

Note: Cells with N/A values do not require data.

Types of Services Funded

Homework intervention club is an after school program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. During grade level differentiation time, students working below grade level benchmarks in the area of English Language Arts receive intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP). Students and teachers set individualized goals at each student's independent reading level, and daily independent reading is monitored through teacher/student conferences using the Accelerated Reader program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Lincoln Crossing Elementary School

635 Groveland Lane • Lincoln, CA 95648 • 916-434-5292 • Grades K-5
Jennifer Hladun, Principal
jhladun@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
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District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

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Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business Services

Gabe Simon
Assistant Superintendent, Human Resources

School Description

Lincoln Crossing Elementary School opened in August of 2006. The school serves students in grades TK-5 with RSP, Speech, and intervention support services offered. Science and music curriculum are provided to students in grades 1-5. The school has a library, science lab, music room, both a 1-5 and K playground and multipurpose room. This fall, our district committed to going 1:1 with chromebooks for all students in grade K-5 this year and going forward.

In 2020-21, our school underwent major transition on two levels. First, our district opened a new elementary school which pulled a significant portion of our student population. In 2019-20, we served over 700 students, and in 2020-21, our population was closer to 400 students. Second, the impact of COVID on our district and site was significant from participation, instructional and learning perspectives. We opened the school year with online learning, and reopened for in person instruction (part day) in early October. About 300 of our students returned for in person instruction, and about 100 remained at home and learned online through our interCONNECT program. In January 2021, we will welcome about 20 more students back to in person learning.

The mission of the Lincoln Crossing Elementary School team is to prepare our students with the skills, knowledge and attitudes to become lifelong learners and responsible, contributing members of society. We model "The Colt Way" by being safe, respectful, responsible and problem solvers in class, in play and in life. This year, our professional development goals centered on math instruction, collaborative conversation, and continuous improvement.

About the SARC

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- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	153
Grade 1	108
Grade 2	112
Grade 3	107
Grade 4	108
Grade 5	110
Total Enrollment	698

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	3.7
Filipino	4.7
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	0.4
White	63
Two or More Races	7.3
Socioeconomically Disadvantaged	14.3
English Learners	3
Students with Disabilities	7.3
Homeless	4.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lincoln Crossing	18-19	19-20	20-21
With Full Credential	28	29	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lincoln Crossing Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	* TK - McGraw Hill My Math (Adopted 2014) * K – 5 Pearson Envisions (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	* K - 5 Delta Science/FOSS (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	* K - 5 Pearson Scott Foresman History/Social Science for CA (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/28/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident.There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	G 104: Vinyl wall surface damage Music: Broken ceiling tile D 101: Vinyl wall surface damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K-1: Chipped paint on boys restroom door Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident.Ceilings & floors are not sloping or sagging beyond their intended design.Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Good**	None

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	67	N/A	57	N/A	50	N/A
Math	63	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	61	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
In a typical school year, you can note how we invite involvement from our families. In this school year, however, our in person engagement has been totally cut off due to COVID. As a result, we are hosting our PTC, SSC and ELAC meetings online. PTC related activities are happening virtually and/or asynchronously so that families can participate in a way that is comfortable for them. We are also in the process of developing a student and staff wellness center on campus; we have taken this opportunity to create a virtual wellness space for parents and students to access in the meantime. It is our hope that we can reestablish these partnerships in the fall 2021 when there are fewer restrictions on in-person engagement on campus. Should we be unable to reengage typically, we will need to spend time rethinking what parent involvement and engagement looks like in the future.

Parents are considered key partners in the education of all students and are involved in a variety of ways including:

- Serving on an active Parent Teacher Club (PTC) coordinating monthly events/activities the support family and student engagement. Activities include an annual jog-a-thon, family dance and bowling nights, providing special assemblies, assisting in the funding of classroom and school materials, and supporting extra curricular activities.
- Serving as a classroom Art Docent presenting monthly art lessons in classrooms using standards based art curriculum and materials provided by our PTC.
- Dad's serving as a WatchDOGs (Dads Of Great Students) and volunteering at least one day a year on campus. These dads help in their child's classrooms and provide extra supervision during lunches and recesses and they support keeping our students safe at morning drop off.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan. In addition, our English Language Advisory Council allows families of our English Language Learners to offer feedback on our programs and guide our site priorities.
- Volunteering in their child's classroom and/or assisting the teacher with various activities on and off campus.
- Attending class field trips scheduled throughout the school year.

We host at least one parent education night each trimester with a focus on our site goals, interventions we offer and/or family nights that promote engagement of parents and children with our curriculum. We attempt to offer all parent educational events during the school day and in the evening to meet the needs of all parent's schedules.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
The School Safety Plan, revised each fall and approved by our PTC and SSC in the winter, lays out a plan for ensuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to ensure the safe and orderly ingress/egress of students. The campus is closed during the day with all visitors checking in through the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Classroom doors have been designed to be locked from the inside should lock-down procedures be implemented. Each door on campus is equipped with additional supports in case of the need to quickly secure them - classroom doors have magnetic strips that cover the strike panel, and push through doors are secured with emergency straps that can be unlocked to allow for instant door locking. We have added on 'barracuda" to each classroom; it is next to an exterior door. Emergency procedures have been refreshed and are rehearsed throughout the school year. This year, we are implementing more complex drills related to our Safety Response Protocol (SRP) in order to better assess our protocol's strengths and weaknesses. We have installed several additional surveillance cameras on campus, and are exploring the installation of panic buttons in our front office.

We use the PBIS system to support positive choices on campus, and is used to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

Given COVID, we have needed to reassess our safety plans from a health safety perspective. As a result, for this school year, our staff are required to be masked, maintain social distance and complete an online health survey daily. Our students also arrive at school masked, maintain social distance on campus and in the classroom, maintain engagement with peers within class cohorts, use hand sanitizer upon arrival to school and as students move into the classroom.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	1.3	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		5		27		5		25	1	5	
1	27		5		27		4		53		4	2
2	27		4		43		4	1	56		4	2
3	27		4		27		4		52		4	2
4	44		3	1	31		3		54	1	3	2
5	37		4	1	145		4	2	54	1	3	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	7	8	0

There will be no school days dedicated to professional development this year due to the challenges presented with instruction and substitute coverage as a result of COVID. However, we have innovated our professional development calendar to provide professional development over the summer (about 10 days), asynchronously and in the afternoons. We had three focal points of our district professional development: integration of technology into teaching, learning and engagement; encouraging mindfulness in our personal and professional practice; engaging in best first instruction given our new learning norms.

- our district offered 10 days of summer training related to integration of technology as it relates to teaching, learning, online organization and student engagement; staff self selected from a menu of options
- our site and district continue to offer asynchronous learning as needs arise given the challenges and experiences we have with technology
- our team has been given the opportunity to participate in three days of AVID XCEL training over the summer. Our current and upcoming AVID grade levels were offered the opportunity to attend
- our team has been given the opportunity to participate in AVID mini-sessions that are 90 minutes long; all staff were/are invited to these trainings, which take place after school/contract time throughout the year
- in our staff meetings, we have focused on mindfulness practices - we have offered sessions on the brain science of mindfulness, mindful activities for the classroom/personal use, and sleep support. This summer, we hosted a book study related to mindful practices in the classroom and this spring, it is our plan to host a book study related to mindfulness and self-compassion.
- our team has participated in training courtesy of iReady/Curriculum Associates that is connected to supplemental materials we are using in grades TK-5. This training is offered in cohorts during staff meeting time.
- our team has been given the opportunity to participate in mindfulness training online/asynchronous through mindfulschools.org. We have offered three sessions of training related to growing a mindful community, mindfulness fundamentals and mindful self-compassion.
- staff who are engaging in their annual evaluation process present a set of goals for the year, and we work collaboratively throughout the year to study, reflect and grow as it relates to the goal
- professional development is offered throughout the year as it becomes available. Some training is open for any participation (i.e. Cue technology conference) and other training is offered to specific staff based on their work (i.e. Sonday training for our SPED team).

Professional development is encouraged and supported in that we make it available, we compensate staff/teachers for their time, and we encourage sharing of information within our community to build capacity and support interest in future offerings.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,358	$2,832	$7,527	$79,910
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.4	0.1
School Site/ State	-2.9	0.9

Note: Cells with N/A values do not require data.

Types of Services Funded

Lincoln Crossing receives School Improvement Funds and Art/PE funds that are allocated by the School Site Council in the following ways:

- Substitute costs and workshop fees allowing staff to attend curriculum specific trainings.
- Substitute costs for staff to work in grade level teams analyzing the results of student performance and developing strategies for helping all students reach their potential.
- Technology Funding: (Accelerated Reader, Intervention Software, Parent Conference Scheduler, chromebooks for classroom use).
- Instructional supplies (classroom books, etc.)
- Teacher stipends for Musical Theater, SST Coordinator, Leadership Program Coordinator
- Assemblies that address academic, social, and emotional skills of students.
- Resources for parents.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Scott M. Leaman Elementary School

1200 Brentford Cirlce • Lincoln, Ca, 95648 • 916 409-2401 • Grades K-5
Reno Penders, Principal
rpenders@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified (Scott Leaman)
600 6th Street
Lincoln
(916) 645-6350

District Governing Board

Kris Wyatt, President
President

Damian Armitage, Vice President
Vice-President

Brian Haley, Clerk
Clerk

Criste Freymond, Member
Member

Jason Price, Member
Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent of Educational Services

Gabe Simon
Assistant Superintendent of Personnel Services

Audrey Kilpatrick
Assistant Superintendent of Business Services

School Description

Scott M. Leaman Elementary school is a brand new school in Lincoln California. The school serves approximately 500 students that range in age from TK - 5th grade. The mission of Scott M. Leaman Elementary school is, to integrate STEAM Education by empowering students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. Lemurs are the learners, innovators, and leaders of the 21st century. This is in connection with the vision statement of Leaman Elementary school. Our students will develop skills needed to become critical thinkers, problem solvers, and responsible citizens in the 21st century through the experience of learning by doing.

All students at all levels will be supported in this learning process. To support all learners Leaman will use a MTSS system of supports for both academic and behaviors. For academics we will use Project Lead The Way (PLTW) as our supplemental curriculum. All teachers at all grade levels have been trained in this program and it is aligned with Next Generation Science Standards (NGSS). Students will work at their own academic level through iReady learning. For behavior supports the school will use a Positive Behavior Intervention System (PBIS) based system.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Scott M. Leaman	18-19	19-20	20-21
With Full Credential	N/A	N/A	23
Without Full Credential	N/A	N/A	0
Teaching Outside Subject Area of Competence	N/A	N/A	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Scott M. Leaman Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	N/A	N/A	0
Total Teacher Misassignments*	N/A	N/A	0
Vacant Teacher Positions	N/A	N/A	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

In being a STEAM elementary, supplemental funds go to support this type of learning. All teachers have been trained by PLTW to teach the Launch curriculum. TK supplemental science includes spatial sense and coding, healthy habits, and floating/sinking. First supplemental light and sound, animal adaptations, and animated storytelling. Second supplemental includes properties of matter and the changing earth. Third supplemental includes forces and interactions, programming patterns, and structure/function of the human body. Fourth supplemental includes collisions, input/output of the human brain, and animals/algorithms. 5th includes infection detection and vex robotics.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K- 3 Benchmark Education Company Benchmark Advance (Adopted 2017) 4-5 WPUSD English Language Arts Curriculum Maps and Anchor Charts Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK McGraw Hill Math (Adopted 2014) K-5 Pearson Envisions (Adopted 2014) TK - 5 Ready Math provided as a supplement for all grades **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	K-5 Delta Science/FOSS (Adopted 2007) TK - 5 PLTW Pathways as a supplemental **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) Supplemental Scholastic and Time for Kids **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/28/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	Electrical systems, components, and equipment appear to be working properly. There is no evidence that any portion of the school has a power failure. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Having parents connected to school is extremely important for student success. Leaman elementary welcomes parents on campus (minus regulations due to Covid). Parents can volunteer on campus if they have current clearance with the district (live scan) and a current tuberculosis test. Currently volunteers can help teachers with virtual learning, when Covid restrictions are lifted they can help in the classrooms under the supervision of the teacher. Leaman elementary has a newly formed PTO that is looking to support the school by engaging families and providing financial support for the school. Along with this, families are able to give guidance for the school through the school site council and other committees as needed to support the direction of the campus. As Covid restrictions decrease the campus will be a welcoming place for families and the school will reach out through parent engagement nights. Along with this, when possible the school we open up for picnic days and other events to continue to build a new school community.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
At Leaman Elementary school we will be following the district school safety plan which uses the standard response protocol. The standard response protocol is a plan the was developed by the i luv u guys foundation. This plan simplifies the language used during an emergency. The language being used is lockout, lockdown, evacuate, and shelter. During any emergency these 4 terms with specific language are used to inform and guide students during the emergency. As a new school we are adding a safety team, radios for contact, an AERTUS system, the SRP, and an emergency kit for each teacher. We are still working the details out for the new school and procedures to follow. This is our first school year so we have not passed a plan yet. The plan will be created through the safety team, leadership team, district input, and district safety team. The school safety team meets monthly to create and review the school plan.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions						
Expulsions						

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	N/A	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	85

Scott Leaman Elementary School is a STEAM focused school. To help develop this all teachers have been trained in STEAM teaching through Project Lead The Way. This was a full 3 day training that taught teachers what is means to be a STEAM school and how to use the PLTW curriculum. This training is in connection with project based learning for all students. This was both an in person and virtual training that took place over the summer. Along with this teachers were offered many online trainings for project based and technology based learning.
Teachers work through PLC and administrative feedback to improve in using this type of teaching. Covid has greatly reduced the amount of interactions and collaborations that we are able to use for this school year. As safety allows we will continue to add these programs across the campus.
As a part of the MTSS team teachers are being trained in eduCLIMBER and PBIS to create a culture that supports all students through positive relationships.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site				
District	N/A	N/A		$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

Note: Cells with N/A values do not require data.

Types of Services Funded

N/A - School new 2020 - 2021 school year.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Sheridan Elementary School

4730 H Street • Sheridan, CA 95681 • 530-633-2591 • Grades K-5
Emily Ortiz, Principal
eortiz@wpusd.org
ses.wpusd.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board
Kris Wyatt, President
Damian Armitage, Vice President
Brian Haley, Clerk
Criste Freymond, Member
Jason Price, Member

District Administration
Scott Leaman
Superintendent
Kerry Callahan
Deputy Superintendent, Educational Services
Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
Assistant Superintendent, Human Resources

School Description:

Sheridan Elementary School serves kindergarten through fifth-grade students and is located in the Western Placer Unified School District (WPUSD) between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-grade classrooms with a population of 55 students. The ethnic makeup is as follows: Caucasian 53%, Hispanic/Latino 42%, and two or more races 5%. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is Emily Ortiz. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency lock-down drills. Typically, all non-students coming on to campus must check in through the office to sign-in and obtain a badge. During COVID, no visitors are allowed on campus. Students are supervised before and after school by district staff. There are 30 students who attend the after-school program. This program provides students with enrichment opportunities in the area of homework, art, crafts, gardening and physical education. Our school safety plan is in place as well as our district crisis plan. Both plans are updated annually and work together to encompass the safety of all of our students, staff, parents, and community.

Combination classes are in place. We have a kindergarten/first; second/third; and a fourth/fifth configuration. As per the California Education Code, there are a required number of minutes per year for each grade level. The number of instructional minutes at Sheridan School is over 56,000, well over the required EdCode minutes. The percentage of students in the free and reduced lunch program is 70%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using EnVision Math, Ready Mathematics, Benchmark Advance, Ready Common Core, iReady, Sonday System, SIPPS and Read Naturally) parent volunteers(no parent volunteers during COVID), an emphasis on building good peer relationships and transitioning to middle school, hands-on science classes, AVID Elementary, music and visual and performing arts which include performances for the school community(no performances during COVID).

Mission Statement: To provide a safe, productive learning environment by empowering students with the knowledge, skills, and mindset for future success.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	9
Grade 2	12
Grade 3	13
Grade 4	6
Grade 5	11
Total Enrollment	64

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	3.1
Hispanic or Latino	37.5
White	56.3
Two or More Races	1.6
Socioeconomically Disadvantaged	70.3
English Learners	20.3
Students with Disabilities	7.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Sheridan Elementary	18-19	19-20	20-21
With Full Credential	4	3	3
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Sheridan Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	K-5 Pearson Envisions (adopted 2014) Ready Mathematics **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Delta Science/FOSS Science (adopted 2007) Note: To align with the newly adopted Science Framework (2016), WPUSD will transition to materials better aligned with the new framework. K-8 teachers were supposed to review and pilot materials during the 2019-2020 school year. Due to COVID-19, this process was delayed. Materials will be piloted during the 2021-2022 school year, assuming we return to a normal instructional schedule. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K-5 Pearson Scott Foresman: History/Social Science for CA (Adopted 2007) Note: To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework. Grades 6-12 have adopted new materials, and K-5 teachers will pilot materials during the 2022-2023 school year after the science adoption is completed. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/22/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Restrooms: Rust on stalls, no ventilation or HVAC Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Office: The admin office floor has several small rips in the linoleum Kitchen: Floor damage, Cabinets do not close properly Classroom 2: Chipped paint on baseboards Portable Classroom 5: Tear in vinyl wall cover and flooring Portable Classroom 6: Formica cabinets are cracking and laminate flooring has small tears and cracks, Carpet has tears and bubbles. Portable Classroom 8: Cove base is falling off, wall has small holes. Portable Restrooms: Boys rust on stalls Portable Classroom 10: No Comment Portable Classroom 11: one damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	Multi Purpose Room: Lighting is insufficient for the size space
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Portable classroom 10: Restrooms: Rust on stalls, no ventilation or HVAC
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.There

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Portable Classroom 8: Cove base is falling off, wall has small holes.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground: Exterior fencing damage, Asphalt damage on playground, Backstop damage on baseball field, Barbed portion of fence at top pointing up
Overall Rating	**Fair**	N/A

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	43	N/A	57	N/A	50	N/A
Math	30	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	--	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
We foster a strong belief that parents play a major role in our school community. Typically, opportunities for involvement include: Parent-Teacher Club; School Site Council (still held virtually), DELAC/ELAC (still held virtually); classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family BINGO nights, Family Movie nights, Tamale making, Easter Egg Hunt/Pancake Breakfast, Trunk-or-Treat, Winter Performance and dinner, garden and campus clean-ups, and others. Because of COVID we have had to limit our parent involvement on campus. We are working with our parents to support their children at home with their education. We also have a parent liaison who meets weekly with our EL parents to promote school involvement and parent education. Due to COVID, she is doing this virtually or through phone calls. Our students also benefit in a variety of ways from volunteers through the SCHOOLS program from Sun City. This is another opportunity that has been put on hold due to COVID.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
District Crisis Response Support Team Plan
Western Placer Unified School District

2020-2021
COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For Western Placer Unified School District and Sheridan Elementary

Reviewed by Site Council
(12/1/2020)
The Sheridan Elementary School campus will remain a secure and safe environment.
Objectives:

- The campus is closed. Perimeter gates are locked each day, except for the front, main gate.
- Visitors must sign in and receive a visitor's pass before they can be on campus
- Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and custodian make checks to ensure all hallways have adequate lighting.
- Lock-down/Shelter in Place, earthquake, fire and evacuation procedures are in place.
- Main entry and exit points are monitored closely by school staff.
- Surveillance cameras on campus monitor activities on the playground areas.
- There is supervision during recesses and high traffic areas.
- Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office. Volunteer list is updated and monitored regularly for accuracy.
- School administration is working with the district office and local community to add additional surveillance cameras to the school site.

Student Support:

- Inappropriate behavior is addressed immediately and tracked through Power School discipline tracking.
- Staff monitors the loading/unloading of cars and student arrival/departures before and after school.
- Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.
- Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lockdown drills are practiced annually; Shelter in Place procedures are communicated, if a situation arises.
- Procedures are in place for student evacuation in alignment with local law enforcement.

Parent Support

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

Staff and Site Support

- Updated maintenance will be completed in alignment with the District's Master Plan.
- Procedures are in place for immediate involvement of the Placer County Sheriff Department for violent crime, crime against facilities or person.
- The school has a Placer County School Resource officer assigned to them.
- A security system with panel access codes has been installed for the entire school.
- A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input.
- There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, and intercoms.
- The principal or designee will announce the lockdown/Shelter in Place using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice.

Many other plans are in place in the actual plan dealing with many possible emergency situations. Plan available upon request.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.2	0.0	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	17	1			28		1		12	3		
1	8	1			14	1			9	3		
2									12	3		
3	15	2			14	1			11	3		
4	7	1							6	3		
5	17	2			16	1			11	3		
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Western Placer Unified School District provided two Staff Development Days in 2018-2019 and 2019-2020. In addition, many opportunities are available for staff development credit both during the school day and after hours for Staff Development Buyback credit. With the addition of supplemental funds, many offerings are being provided in the following areas: Language Arts, Mathematics, MTSS, UDL training, PBIS, Youth Development, PLC training, AVID, NGSS, ELD strategies training, GLAD training. TOSAs (Teacher On Special Assignments) are available to provide coaching after training as well as curricular support. This school year, the school district provided numerous hours of tech training to support Distance Learning due to COVID. Virtual PD is being offered throughout the year to support teachers with teaching and assessing students online. Data for reading and math is collected by staff through classroom assessments and iReady reading and math diagnostic, growth, and test scores. This data is used to guide decisions for the reading and math programs. Teachers and support staff are supported through frequent meetings between staff and administration. One-on-one meetings between teacher and principal are held frequently for curricular, program and behavioral support.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$17,537	$4,411	$13,126	$72,574
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	52.0	-9.5
School Site/ State	51.5	-8.7

Note: Cells with N/A values do not require data.

Types of Services Funded

Services funded through the site budgets include: Title I instructional aide, copying and printing costs, library books and materials, ESGI for Kindergarten assessments, and PBIS school incentive and award programs.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Twelve Bridges Elementary School



2450 Eastridge Drive • Lincoln, CA 95648 • (916)434-5220 • Grades K-5
Will Middleton, Principal
wmiddleton@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
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District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Asst. Superintendent of Business

Gabe Simon
Asst. Superintendent of Human Resources

School Description

Twelve Bridges Elementary School (TBES) is a California Gold Ribbon School where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. The school is located in the Western Placer Unified School District in the community of Twelve Bridges and the city of Lincoln. The school serves transitional kindergarten through fifth grade with a current enrollment of approximately 600 students. Our Mission Statement reads: "Our mission is to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents."

Built in 2004, Twelve Bridges Elementary was designed to incorporate a strong emphasis of outdoor learning into our student's education. In the middle of campus, there are seven learning circles which includes: a solar-powered drinking fountain, giant sundial, herb garden, and bird feeders. In grade-level clusters, each class had a class garden to grow vegetables, fruit, or flowers. There is also a school orchard and greenhouse. The landscape is attractive and aesthetically pleasing with a five acre Twelve Bridges Park adjacent to the playground.

The campus is comprised of:
34 classrooms (includes 2 science, 2 music, 4 kindergarten, 1 transitional kindergarten, 2 Special Day Classes, 1 Resource Specialist, 2 Speech Pathologists, 1 School Psychologist, and 1 Intervention Support Provider); Library; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Secretary, Clerk).

Twelve Bridges Elementary students are viewed as future leaders. Our goal is to create well-rounded students who are empowered to bring about positive change in our world. We have a focus on positive behavior intervention. Our PBIS "ROAR Rules" were developed to emphasize four school-wide expectations: Responsibility , Offer Kindness, Always Be Safe, and Resolve Problems. In addition, students are recognized with "ROAR" cards for demonstrating those qualities. Our staff has been trained in Love & Logic and principles of the Youth Development Institute. We have also established a K-Kids Service Club sponsored by Kiwanis International. Together with our Tiger Crew leadership program, these two groups help give our kids the opportunity to learn and practice service and leadership.

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site. We have established a Leadership team comprised of the school principal, psychologist, and teacher representation from all grade-levels for shared decision making on our direction as a site. We also have a data team whose purpose is to meet monthly to analyze data (both behavior and academic) to help guide our instruction and intervention practices. We utilize the i-Ready program to help us gather academic performance data on all of our students so we can appropriately address the individual learning needs of all of our students. We utilize our "Tiger Time" intervention/enrichment block to enable us group students accordingly. Our PBIS Team meets monthly to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff are also YDI (Youth Development Institute) trained to work on ways to continue establishing positive, productive relationships with students and other staff members.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	91
Grade 2	108
Grade 3	114
Grade 4	108
Grade 5	97
Total Enrollment	652

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	4.1
Filipino	0.6
Hispanic or Latino	10.9
Native Hawaiian or Pacific Islander	0.3
White	76.5
Two or More Races	4.6
Socioeconomically Disadvantaged	8
English Learners	1.7
Students with Disabilities	13
Foster Youth	0.2
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Twelve Bridges	18-19	19-20	20-21
With Full Credential	32	33	32
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	32S
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Twelve Bridges Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	TK McGraw Hill My Math (Adopted 2014); K-5 Pearson Publishing: EnVisions (Adopted 2014); K-5 Curriculum Associates Ready Classroom Math (2019) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	K – 5 Delta Science/FOSS (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/29/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Restrooms: Boys by Media Center - Rusted access panel Room 304: Holes in wall from moving pencil sharpener
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms: Boys by Media Center - Rusted access panel Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional.Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Portable Classroom 313: Dry rot on ramp, Chipping paint Science Lab: Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	72	N/A	57	N/A	50	N/A
Math	69	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	52	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parent involvement at TBE is the cornerstone of the school and parents are viewed as partners in the education of students. Parents are actively involved as volunteers in the classroom and participate on various committees. Our parents assist in a variety of capacities, which includes: learning centers, reading groups, math groups, field trip chaperones, Garden Docents, Art Docents, and PE Docents. Parents bring with them a broad background of expertise and experience, which enhances the learning experience for students. In addition to parents, there is a large group of Sun City Volunteers who also participate in similar roles.

The Parent Teacher Club (PTC) is very active in supporting school-wide events and enrichment programs through well-planned fundraisers. The PTC organizes family events such as: Restaurant Nights, Harvest Festival, Bingo Nights, the Fun Run, Family Painting Nights, Family Dance Nights, and more. The Harvest Festival, Fun Run, and Bingo Nights are the main fundraisers for the year. With the ongoing dedication of the PTC and funds raised, our school is able to host purposeful assemblies; purchase playground equipment, art supplies, and classroom supplies; provide paper and ink for classrooms; beautify the school, and purchase technology.

Our PTC also serves as our School Site Council (SSC). Documents such as the School Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated. The SSC also monitors progress on school-wide goals and site budget allocations.

TBE depends on parent and community volunteers to enhance and enrich the learning environment for all students. Teachers and staff continue to be grateful for their on-going participation and dedication.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised January, 2020. The plan includes procedures for emergencies. We practice fire drills monthly, and have four other drills (lockdown, lockout, shelter, and a school-wide evacuation drill) practiced during the year.

Staff members monitor our playground and campus before school, during recesses, during lunch, and after school. Close supervision is employed to create positive interaction with students and to proactively stop any unsafe behavior or interactions. Staff members on duty wear an orange/pink/yellow safety vest and carry a radio for quick accessibility or locating, if needed.

The perimeter of campus is fenced, including an interior gate which forces visitors to check into the office prior to accessing the campus as a whole. Gates are locked during the school day with the exception of the main, front gate. Classrooms are locked during the school day with the exception of occasional activities or situations that require the door to be propped open. Visitors enter through the main gate, sign in at the office, and wear a visitor lanyard. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance. We have also installed numerous surveillance cameras focused on our blacktop and all of our school entrance/exit points.

We have created comprehensive classroom emergency kits in the event of an emergency or prolonged lock-down. All classrooms have a Barracuda Intruder Defense System which will securely lock the door in a lock-down situation.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.1	0.4	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.07	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	1.5

*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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	2	4		23		5		17	6	2	1
1	26		4		26		4		39	1	4	2
2	31		4	1	67		4	1	40	2	4	2
3	24		4		27		4		46	2	3	3
4	30		3		26		3		40	3	3	2
5	42		4	2	84		4	1	40	2	3	2
Other**					9	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site. In addition, Western Placer Unified School District generally provides three Staff Development Days each year to all teachers who want to take the time to collaborate with site and/or cross-site PLC teams to continue curriculum development. Two of our grade levels are receiving ongoing training with a consultant to align our current curriculum with the California Math Framework. Our PBIS Team has also completed our Tier III training with county coaches and meets monthly on site to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff went through YDI (Youth Development Institute) training the past three summers to work on ways to continue establishing positive, productive relationships with students and other staff members. In addition to these established programs, other professional development opportunities that staff have taken advantage of include TESS instructional training, a GLAD refresher course, NGSS (Next Generation Science Standards) implementation training, ERWW (Expository Reading & Writing Workshop), and other more individual opportunities that teachers want to participate in. Five of our teachers attended a multi-day "Get Your Teach On" conference over the past two summers to increase engagement and rigor in the classroom. Those teachers have since shared their experiences at staff meetings and created a "Rock Your School" day focused on engaging activities earlier this year. The first and second grade teams attended a literacy conference in the early spring of 2020.

To prepare and improve their knowledge and skills to provide distance learning during the COVID-19 pandemic, almost all of the teachers at TBE attended district offered professional development in the summer of 2020. Sixteen teachers attended two outside technology conferences and nineteen teachers enrolled in a multiday course to learn about Google Classroom. Teachers have had ongoing support with their technology implementation by the principal, teachers on special assignment, district technology trainers, and the district's educational technology coordinator.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,456	$3,569	$7,887	$83,083
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.2	4.0
School Site/ State	1.8	4.8

Note: Cells with N/A values do not require data.

Types of Services Funded

Categorical funds were used in 2017-18 for: purchasing assessment and communication software (Lexia, PBIS/SWIS, RenLearn, ESGI, and Canyon Creek); employing Intervention Support Providers; purchasing support materials for students such as homework folders, student planners, and vocabulary handbooks; after school band and choir; after school tutoring; enrichment programs such as Legos-Robotics; and student recognition for perfect attendance.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Glen Edwards Middle School

204 L Street • Lincoln, Ca. 95648-1825 • 916-645-6370 • Grades 6-8
Lance Van Court, Principal
lvancourt@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
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District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business Services

Gabe Simon
Assistant Superintendent, Human Resources

School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 900 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Students are our number one priority and our staff is dedicated to the shared mission of creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence. In addition to a robust core academic program, Glen Edwards is proud of the excellent electives we offer our students. Students have the opportunity to participate in Art, Broadcasting, Music, Computer Science, Leadership and Photography/Ceramic. The school has just finished a major remodel which will add state-of-the-art classrooms, a new gymnasium, and a new administration office.

This year our teachers have worked extremely hard to set up a learning model that gives students autonomy and meets the learning needs of those willing to come to school in person as well as those that feel that need to learn through our online program called interCONNECT. There have been various professional development offerings through the district to support our teachers in a hybrid learning environment. Teachers have implemented those strategies as part of our learning model. Teachers are also offering office hours to meet the learning needs of their students.

The mission statement for Glen Edwards: The mission of Glen Edwards Middle School (GEMS) is to prepare all students for success in high school and beyond.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	270
Grade 7	287
Grade 8	312
Total Enrollment	869

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.9
Asian	1.6
Filipino	2.1
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.8
White	49.3
Two or More Races	1.8
Socioeconomically Disadvantaged	47.3
English Learners	13.1
Students with Disabilities	10.5
Foster Youth	0.2
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Glen Edwards Middle	18-19	19-20	20-21
With Full Credential	39	38	38
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	2	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Glen Edwards Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grade 6-8: Amplify ELA (Adopted 2018) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Pearson Digits (Grades 6-8) - Adopted 2014 Carnegie Learning Integrated 1 (Grade 8 Honors) - Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Grades 6-8: Prentice Hall- Focus on Science for California (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Grades 6-8: Holt Rinehart & Winston History Social Studies (Adopted 2006) New materials are currently being piloted for future adoption. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/28/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak.Gas pipes are not broken and appear to be in good working order.Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.The HVAC system is operable.Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional. Interior surfaces appear to be clean, safe, and functional. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. Ceiling is free of hazards from missing ceiling tiles and holes. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure.Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Restrooms are maintained and cleaned regularly. Restrooms are fully operational. Restrooms are stocked with toilet paper, soap, and paper towels. Restrooms are open during school hours. Drinking fountains appear to be accessible and functioning as intended. Drinking fountains are accessible. Water pressure is adequate. A leak is not evident. There is no moss, mold, or excessive staining on the fixtures. The water is clear and without unusual taste or odor.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Significant cracks, trip hazards, holes and deterioration are not found. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment. Seating, tables, and equipment are functional and free of significant cracks. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	57	N/A	50	N/A
Math	45	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	38	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC), English Language Advisory Committee (ELAC), Association of Parents, Teachers, and Students (APTS); classroom visitations, parent information nights and fundraising for specific programs. We are also working on adding opportunities for parents to come in after hours and find more about what their child is learning in class and to give them opportunities to complete hands on activities with their child. For example, this year we will be having a Science Night to help promote the love of Science and have parents be able to work with their child and their teachers in a fun, relaxing environment.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Component I:

School Culture/Climate

Goal:

Create a positive, professional, and productive environment amongst students and staff through the use of Positive Behavior Interventions and Supports (PBIS).

Objectives:

Continue to increase consistency among staff related to discipline, and procedures; thus, reducing the amount of time students are out of the classroom (missing instruction) for discipline/consequences.

Continue to increase courtesy and mutual respect among our students and staff.

Continue to increase student ownership and pride of their environment and behavior.

Continue to increase staff ownership and pride of their environment.

Continue to stay connected to our students who are learning through interCONNECT and making them feel as they are a part of the school even though they are learning from home.

Continue to reach out and establish re-engagement plans for interCONNECT students who are not 60% or more engaged in their learning.

Component II:

Physical Environment

Goal:

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

Objectives:

Maintain new landscaping along the front of the school.

Evaluate the overall safety of the physical structure and prioritize the list for necessary improvements.

Continue looking for more ways to minimize unsafe actions and injuries on campus during all times of the day.

Increase student interest in campus cleanliness: promote recycling, litter removal, and restroom maintenance.

Maintain secure gates, especially the main gate at 3rd and M.

Continue to add security cameras (based on the availability of funds).

Completion Date and Budget:

For camera installation, once we own the new building. Budget: Safety money, Site Plan, and District level facilities

Resources Needed:

Additional cameras

Evaluation of the Objective:

1. Evaluation will be monitored for compliance as needed

2. Timeline for implementation will be throughout the school year and into the Fall of 2021.
Glen Edwards' comprehensive safety plan was revised and updated in October 2020. It is reviewed annually and approved by the Site-Based Leadership Team, School Site Council and the School Board. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, which includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.9	5.3	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.9	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	434.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.9
Resource Specialist (non-teaching)	
Other	0.6

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	20	12	17	2	21	11	15	2	25	9	18	1
Mathematics	21	12	14	2	25	4	17	2	27	5	18	1
Science	25	5	15	4	27	3	16	3	27	7	9	6
Social Science	26	3	19	2	26	4	17	2	29	3	14	4

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Western Placer Unified School District provides a District Staff Development day towards the beginning of the school year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. Teachers and administration have attended AVID training during the summertime which has had strategies implemented throughout the school year. Teachers have attended the Ca. Assoc. of Student Body Officers, the Ca. Assoc. of Bilingual Educators training and the National Sci. Teacher Association conference. English and Math teachers attended a one-day training to discuss essential standards that need to be covered for the rest of the year. Teachers developed "scoreboards" to measure how students were progressing with those standards. The Placer County Office of Ed. provides professional development in Common Core strategies for core subjects which are attended by our teachers. Administrators attend Non-Crisis Intervention through PCOE. They also attended an EL Roadmap training from Educational Services. The administration has attended multiple trainings with Laura Lipton; the administration also works individually with coaches to help mentor and implement policies at the site. Administration and Special Education staff has attended a co-teaching conference together to better understand and implement the co-teaching model. Training and implementation of Youth Development Institute (YDI) program are being instituted district-wide. Our Counselor has attended prof. development in College to Career programs and our history teachers attended the Ca. History Project Conference at UCD. Various teachers attended Project Lead the Way Training and have implemented those teaching programs in a class. The ELD teacher has attended a district Guided Language Acquisition and Design (GLAD) training as well as a full eight-day training by GLAD. Additionally, the ELD teacher meets with the district ELD TOSA regularly for continued coaching and strategy implementation.

Many of these trainings were delayed or had to be attended virtually due to COVID which happened in March of 2019.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,222	$3,593	$7,629	$77,585
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	-2.8
School Site/ State	-1.6	-2.1

Note: Cells with N/A values do not require data.

Types of Services Funded

Staff professional development, instructional support, and extended learning time are funded by Title I and Supplemental Funds. Glen Edwards students have the opportunity to participate in a variety of special programs. Special Education and Intervention classes are offered utilizing district, state and federal funds. A wide variety of elective classes are offered including art, band, guitar, Leadership, Video Production, Year Book, Computers, Robotics, AVID and Ag. Science.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Twelve Bridges Middle School

770 Westview Drive • Lincoln, CA 95648 • (916) 434-5270 • Grades 6-8
Randy Woods, Principal
rwoods@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board
Kris Wyatt, President
Damian Armitage, Vice President
Brian Haley, Clerk
Criste Freymond, Member
Jason Price, Member

District Administration
Scott Leaman
Superintendent
Kerry Callahan
Deputy Superintendent, Educational Services
Audrey Kilpatrick
Assistant Superintendent of Business and Operations
Gabe Simon
Assistant Superintendent of Personnel Services

School Description

Middle School serves as a bridge between a more sheltered elementary experience and the more independent high school years. It is a time of transition for students and families. Students at Twelve Bridges have the support of their teachers, staff, and administration. Students are exploring a more challenging academic environment. At the same time, they are experiencing rapid personal, physical, and emotional growth. It is our intention to challenge students academically while providing them with appropriate support, and to be available to families with concerns, questions, or needs during this transitional phase of their students.

Vision: To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Mission: The staff at Twelve Bridges Middle School, in cooperation with the students, parents and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens.

Collective Commitments

- We will focus on student learning and academic growth by providing meaningful curriculum which is based on best practices and current research.
- Through the PLC process, we will use data to guide instruction.
- We will provide a safe and respectful learning environment for all students.
- We agree to collaborate and be respectful and professional as a staff.
- We will support each other in developing instructional strategies and interventions, as well as take advantage of relevant professional development.
- We are an AVID schoolwide site, which promotes student engagement and rigor by using AVID teaching strategies.
- We will be open to changes that are in the best interest of our students.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	280
Grade 7	277
Grade 8	273
Total Enrollment	830

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	1.2
Asian	4.9
Filipino	4.3
Hispanic or Latino	17.2
Native Hawaiian or Pacific Islander	0.7
White	65.9
Two or More Races	2
Socioeconomically Disadvantaged	18.4
English Learners	3.5
Students with Disabilities	10.6
Foster Youth	0.5
Homeless	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Twelve Bridges Middle	18-19	19-20	20-21
With Full Credential	32	32	32
Without Full Credential	0	1	4
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Twelve Bridges Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Gr 6-8: Amplify ELA (Adopted 2018) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Pearson: Digits (Adopted 2014) Carnegie Learning Integrated I (8th Grade Honors) (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Pearson Prentice Hall: Focus on Science for California (Adopted 2007) Note: To align with the newly adopted Science Framework (2016), WPUSD will transition to materials better aligned with the new framework. K-8 teachers were supposed to review and pilot materials during the 2019-2020 school year. Due to COVID-19, this process was delayed. Materials will be piloted during the 2021-2022 school year, assuming we return to a normal instructional schedule. The Science department will be supplementing the current Science curriculum with Amplify for the 2020/2021 school year. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	TCI (Teacher's Curriculum Institute) (Adopted 2019) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/29/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable.Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5).Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Office: Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Storeroom: Gap under door There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	69	N/A	57	N/A	50	N/A
Math	61	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	51	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
TBMS encourages all parents to have an active role in their student's education. This includes opportunities such as the Parent Teacher Club, School Site Council, and supporting school activities/assemblies, Honors Recognition/Celebration, School Dances, and volunteering in classrooms in other capacities.

Communication with parents is provided through periodic email messages and school updates. There is a daily Student Bulletin, which is announced in classrooms each morning and also posted on the school website. The school website includes contact information for the teachers. Schoology provides information for classwork, homework, texts/quizzes, and projects through a link to on the school website. Grades/progress reports can be accessed any time through Schoology, which posts each assignment and related assignment scores.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

The Twelve Bridges comprehensive safety plan was revised and updated in October, 2020. The school safety plan is comprised of district protocols, policies, and procedures for emergencies, and includes detailed roles and responsibilities for all staff members in an emergency on campus. The fire drills maintain student and staff familiarity with classroom evacuation, while the evacuation drill allows us to practice removing all students from campus in an orderly manner. We conduct lock down/lock out drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside. TBMS is involved in ongoing professional development with regard to school safety and procedures. Teachers have duty stations before and after school for added school safety. We have a closed campus, visitors must enter through the main office and sign in and students are not allowed off campus during the school day. The school is also monitored by surveillance cameras 24/7.

The safety plan is reviewed and utilized by the staff regularly to assure that TBMS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. All staff are trained on the parameters of each response, and drills for each response are practiced multiple times each year, based on state law and district office directives.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.1	2.9	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.07	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	922.2

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1.3

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	22	9	9	6	25	6	11	5	26	6	8	7
Mathematics	22	8	14	1	25	5	9	7	28	4	7	9
Science	24	7	13	4	25	5	10	6	30	2	7	9
Social Science	25	4	13	4	25	6	10	6	29	3	11	5

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Teachers work within their Professional Learning Community during early release days each Monday. During this time, educators analyze performance data, design lessons, develop common assessments, and articulate progress with colleagues. The PLC system is monitored through accountability documentation as well as teacher-principal interaction.

A major focus at TBMS is on the AVID and STEAM programs. AVID (Advancement Via Individual Determination) is a college preparation program that requires the extensive training of staff members. Staff members have been trained in AVID methods and many more are registered participants for future training. Some training is completed throughout the school year in workshops. The bulk of the training comes during Summer workshops. STEAM (Science, technology, engineering, arts and math) is a program we have implemented through our elective schedule, and also includes STEAM courses from Project Lead the Way.

An area of focus in the 2020-2021 school year will be the delivery of quality instruction to our distance learners enrolled in InterConnect (the WPUSD Distance Learning program). Through extensive summer training, as well as spot training since the beginning of the school year in August, TBMS teachers are learning how to implement technology and online resources to the students learning remotely.

Teachers have been learning cooperative learning strategies. Research has shown that student engagement is one of the keys to success and cooperative learning strategies emphasize student engagement through peer interactions. Teachers have been given training through after school workshops as well as through peer coaching.

As we make a shift to a more restorative environment, with regard to discipline, teachers will begin the process of learning restorative practices. This training will be administered at after school workshops.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$11,118	$3,690	$7,427	$83,009
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-3.8	3.9
School Site/ State	-4.3	4.7

Note: Cells with N/A values do not require data.

Types of Services Funded

Twelve Bridges Middle School students have the opportunity to participate in a variety of special programs. Special education and intervention support are offered utilizing district and state funding. We offer a full range of enrichment classes including art, digital art, band, choir, music appreciation, drama, leadership, yearbook, astronomy, forensics, and robotics.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Lincoln High School

790 J Street • Lincoln, CA 95648 • 916 645-6360 • Grades 9-12
Michael G Maul, Principal
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member
President

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business Services

Gabe Simon
Assistant Superintendent, Human Resources

School Description

Mission: Lincoln High School is dedicated to success for all students, and is relentless in BUILDING MEN and WOMEN OF INTEGRITY!

Vision: Each and every student at LHS will be COLLEGE or CAREER READY. A student may choose not to go to college, but he/she will be college ready and have OPTIONS in life (college, military, career technical education, etc.)

Collective Commitments/Values

- Each student will be supported by all staff to achieve at high levels in the areas of academics, socio/emotional well-being, and creative problem solving.
- We commit to professionalism in timeliness, appearance, behavior, and accountability for ALL in the school community.
- We commit to high expectations and excellence by focusing on healthy relationships where the classroom is a safe place and everyone is engaged.
- We commit to meaningful and productive collaborations about student learning with mutual accountability.
- We commit to building positive relationships with students, staff, parents, and community members to support student success.

Schoolwide Learner Outcomes

- Safe, Respectful, Responsible learners who participate in the school and local community both positively and ethically while finding safe and constructive opportunities to influence its direction.
- True Communicators, who are able to verbally communicate ideas and information effectively for a variety of purposes and audiences.
- Reflective Listeners, who are able to listen effectively and critically with literal and analytical comprehension in a variety of situations.
- Informed Readers, who are able to read actively and critically from a variety of materials and genres with literal and analytical comprehension for a variety of purposes.
- Proactive Planners, who set realistic and challenging goals in an education plan to meet the demands of university, career technical education, military, or workforce career pathways.
- Effective Writers, who communicate ideas and information coherently in writing, using the conventions of standard English, for a variety of purposes and audiences.
- Self-directed students, who are able to apply STRIPES principles in gathering materials and knowledge from a variety of sources and utilize them to solve problems creatively and effectively.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	556
Grade 10	542
Grade 11	511
Grade 12	473
Total Enrollment	2,082

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1.5
Asian	2.7
Filipino	2.8
Hispanic or Latino	30.5
Native Hawaiian or Pacific Islander	0.8
White	56.4
Two or More Races	1.9
Socioeconomically Disadvantaged	33.1
English Learners	4.7
Students with Disabilities	11.1
Foster Youth	0.2
Homeless	1.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Lincoln High School	18-19	19-20	20-21
With Full Credential	76	85	79
Without Full Credential	0	1	3
Teaching Outside Subject Area of Competence	10	6	10

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Lincoln High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	1
Vacant Teacher Positions	1	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023) * 9 – 10 McGraw Hill Study Sync (Adopted 2017) * 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing *12- Actively Learn Online Curriculum Support **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Mathematics – (Adoption Cycle 2014 - 2022) 9 – 12 Carnegie Learning Integrated I, II, & III (Adopted 2014); AP Calculus:Calculus Extended, Gary Taylor (adopted 2015); Statistics: Pearson Stats- Modeling the World (Adopted 2018); **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science – (Adoption Cycle 2006 – 2008) 9 – 12 Pearson Prentice Hall Biology (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007) ; Physics: Glencoe Physics- Principles and Problems (2004) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	9-12: TCI Econ Alive, Government Alive, History Alive (Adopted 2020); Prentice Hall Comparative Politics (Adopted 2006) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	CP Spanish Avancemos adopted in 2015; AP Spanish Nuevas Vistas, adopted 2015; French 1-3 Bien Diet, adopted 2010; French 4 Edgenuity adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Lifetime Health by Holt. Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Theatre in Action by Glencoe adopted in 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/29/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak.Gas pipes are not broken and appear to be in good working order.Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.The HVAC system is operable.Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Main Office: Mailroom - stained ceiling tile, workroom -stained New Gym: Vinyl wall surface damage,Damaged ceiling tiles Room 1 - Computer Lab: Carpet needs to be replaced Room 2: Carpet needs to be replaced Room 36: Carpet needs to be replaced Room 35: Carpet needs to be replaced Room 34: Carpet needs to be replaced Room 37: Carpet needs to be replaced Room 38: Carpet needs to be replaced Room 39: Carpet needs to be replaced Room 40: Carpet needs to be replaced and holes in the ceiling tiles Room 41: Carpet needs to be replaced Room 42: stained ceiling tiles Room 43: Carpet needs to be replaced Room 44: Carpet needs to be replaced and holes in the ceiling tiles Room 45: Wall paper damage on wall needs to be repaired Cafeteria: wood and tile flooring is damaged from cafeteria tables. Computer Lab: Wall damage from chairs
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	Room 1 - Computer Lab: electrical floor plugs needs to be updated Room 2: electrical floor plugs needs to be updated
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Drinking fountains appear to be accessible and functioning as intended.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	64	N/A	57	N/A	50	N/A
Math	41	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	27	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include:

Site Based Leadership Team: A group of various stakeholders including administration, teachers, classified staff, students, and parents, who share information and agree on decisions including the School Plan for Student
Achievement and the School Safety Plan

WASC team involvement: Every six years, we look for parental involvement in our school accreditation process to ensure we are seeking continuous school improvement in a variety of areas

Booster Clubs: Several groups, including athletics, band, and football all provide opportunities for parents to support the various extra curricular activities at LHS

Farm Foundation: A group of shareholders who help support the development of Agricultural programs and offerings at the school farm

ELAC meetings: This group is open to all parents, and provides a venue for ensuring that all families, especially those families who do not speak English at home, the opportunity to be involved in our school. It includes
information sessions and the opportunity to be involved in school decisions.

We also have various other activities throughout the year that happen to keep parents informed, such as the Zebra Showcase event. Parents wishing to be involved in any of these opportunities should contact the main office at 916-645-6360 for more information!

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Lincoln High School's comprehensive safety plan was revised and updated in December, 2020. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Secure, Lockdown, Evacuate, and Shelter. This year's safety plan also included significant elements of preparedness for the current COVID situation. All staff are trained on the parameters of each response, and drills for each response are practiced multiple times each year, based on state law and district office directives. Our school safety plan is reviewed by many stakeholders, including our parent-based Site Based Leadership Team and Student Body Leadership team, and it is thoroughly reviewed by Lincoln Police and Fire departments, through the facilitation of an on-site Student Resource Officer. The school safety plan is posted on the school webpage, and a copy is kept in the main office as well.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.6	4.4	1.9	2.1	3.5	3.5
Expulsions	0.1	0.2	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.1	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	416.4

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.8

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	30	14	12	42	24	37	7	48	21	48	8	51
Mathematics	29	14	4	43	28	18	7	47	26	22	12	44
Science	29	9	10	29	28	9	9	30	28	10	11	28
Social Science	31	13	4	46	24	31	4	48	25	28	2	54

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		2.5	2

Major Professional Development opportunities over the past three years include:

AVID: Yearly conferences of at least five days each take place to keep our site as current on best AVID practices as possible. In addition, several sessions of "teachers teaching teachers" in AVID strategies take place each year at staff meetings and during district PD days. This did not take place this year due to COVID restrictions.

YDI: Based on the district and site belief that student relationships are critical to an effective school, cohorts of LHS teachers attend Youth Development Institute trainings yearly, with more than half of the LHS staff now having been trained. Several LHS site members have now gone through "train the trainers" PD, and can run workshops on their own to sustain this initiative.

School Safety workshop: Two years ago, a team was sent to a national conference on school safety, leading to a major revamping of our school safety plan.

School Culture Summit: Five separate teams sent to this conference to build staff relationships with peers and with students; these teams now developing programs to deliver staff wide through a vehicle called the "Culture Team"

Mental Health Conference: Two years ago, we sent a team of three staff members to a mental health conference, with their finding shared with our guidance counselor team and the staff in general at a staff meeting. Some of the best practices identified there have become integrated into our practices, including proactive work with students in the "Wellness Club."

Advanced Placement Institutes: Each year, any teacher taking on a new AP assignment, or teachers who have a course that has gone through a redesign, attend a five-day AP teaching/learning institute to help them craft a course description and content that meet the needs of learners and satisfies the demands of an AP-type curriculum.

Equal Opportunity Schools: The leadership team of LHS has been going through a year-long series of meetings with our new partner, Equal Opportunity Schools, to create best practices in recruiting and retaining students from diverse backgrounds to ensure there is equity of access in our highest level courses.

Prior to the start of this school year, a three- week slate of technology professional development offerings were made available for all district staff to help prepare for the more rigorous technology demands of distance learning in the current COVID situation.

This list identifies the major, ongoing, sustained PD at this site that is impacting the entire staff, but is by no means exhaustive.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,691	$3,457	$7,234	$78,063
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.4	-2.2
School Site/ State	-6.9	-1.5

Note: Cells with N/A values do not require data.

Types of Services Funded

LCFF/Supplemental funds are used to support such programs as AVID, English Learner students and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. Tutoring takes place four days a week, and is open to all students. It is completely free, and is funded out of supplemental funding to support student success in the classroom. Students needing additional support in English language acquisition are identified before the start of the year, and placed in supports from a menu of options that best meet the students individual needs. Wellness Together is an emotional support program that is offered on a referral basis to student who may need counseling services,both group and individual, that go beyond what our guidance counselors can offer in a typical school day. These services are free to the student. AVID tutors/aides, EL tutors/aides, and students tutors/aides are students who directly work with the teacher in the classroom to provide additional support to students during class time. The Agricultural program at Lincoln High School is partially funded by the California Agricultural Incentive Grant. These funds are obtained by allocation based on a list of quality and performance criteria. Funds are used to aid continuing development and maintenance of the Agriculture program, including but not limited to: curriculum, materials, equipment, trips, FFA record books, transportation, student registration, and travel expenses.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Lincoln High School	2016-17	2017-18	2018-19
Dropout Rate	2.7	4.7	5.4
Graduation Rate	91.7	94	93

Rate for Western Placer Unified School	2016-17	2017-18	2018-19
Dropout Rate	10.8	7.8	9.9
Graduation Rate	75.7	83.9	81.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1520
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	82.5

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.81
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	53.22

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	1	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	6	N/A
All courses	18	16.8

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program that includes multiple pathways, including Floral Design, Welding, Diesel Mechanics, Agriscience, and Agricultural Business. In addition, we have Project Lead the Way (Biomedical Science & Engineering), Computer science based pathways in Information and Communications Technology, and Arts Media Communications that includes pathways in Visual Arts, Media Arts, and Graphic Design. This year, we added a third year to our Construction Technology pathway to make that a complete CTE path as well. Each pathway listed above will have a three-year or four year path that include "concentrator" and "completer" courses. In addition, internships are available for students wishing to gain even more direct on the job training, highlighted by our partnership with Lennar Construction, which offers a monthly construction workshop that students can then parlay into a paid summer internship (these did not take place this year due to COVID). TOSA Jennifer Horton is our district's CTE and CTEIG representative to various CTE organizations.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Phoenix High School

870 J Street • Lincoln, CA 95648 • (916) 645-6395 • Grades 9-12
Chuck Whitecotton, Principal
cwhitecotton@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent - Business

Gabe Simon
Assistant Superintendent - HR

School Description

Our vision statement: "Be Empowered" is clear, focused and sets the tone for building the culture of our school. It is our mission to create a program in which every student feels empowered to develop purpose, values and positive habits that lead to personal and academic success. Phoenix's curricular emphasis is based on the state's common-core standards while focused on the various learning styles and achievement levels of our students. Student Outcomes or (ESLR's) are the motivating force in curricular development and teaching methodology. The Student Outcomes are intended to encourage and challenge students to become the following:

- Responsible citizens
- Effective communicators
- Academic achievers
- Career planners
- Healthy individuals

Students complete assignments, portfolios and projects that measure progress in meeting our Outcome goals. To ensure completion, a senior project based on the ESLER's is required for graduation. The administration and staff have high expectations for our students and strive to give them the opportunity to be successful and return to the comprehensive high school or graduate from Phoenix.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	7
Grade 11	25
Grade 12	52
Total Enrollment	84

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.4
Asian	3.6
Filipino	2.4
Hispanic or Latino	40.5
White	41.7
Two or More Races	4.8
Socioeconomically Disadvantaged	45.2
English Learners	8.3
Homeless	6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Phoenix High School	18-19	19-20	20-21
With Full Credential	5	4	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Phoenix High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 11-12: McDougall Littell Language of Literature, (Adopted 2002) (State Waiver 2010) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	McDougal Littell Algebra I, (Adopted 2009) McDougal Littell Geometry (Adopted 2008), Carnegie Learning Integrated Math 1 & 2 (Adopted 2014), Practical Mathematics by Holt (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Adopted in 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	McDougal Littell: Modern World History Patterns of Interaction & The Americans Reconstruction to the 21st Century; Prentice Hall: Comparative Politice– Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/28/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional. Walls are free of hazards from tears and holes. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. Ceiling is free of hazards from missing ceiling tiles and holes. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 4: Low pressure to drinking fountain Restrooms: outside drinking fountains have low water pressure
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional.Emergency exit signs function as designed, exits are unobstructed.There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	24	N/A	57	N/A	50	N/A
Math	0	N/A	45	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	20	N/A	35	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

- Initial meeting and orientation with Principal and counselor during the enrollment process.
- Student, parent and teacher meetings
- Career Fair Day
- Back-to-School and Open House events
- SBAC testing results are mailed to each parent.
- School-wide phone messaging system, notification of up-coming events.
- School Site Council
- Parent conferencing
- Student celebration activities
- Graduation ceremonies

PHS emphasizes ongoing collaboration with students and their families.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Goal:
To create and facilitate a positive, safe, and caring learning environment in which all students feel safe, experience success, and build self-esteem.

Objectives:
To provide and facilitate an engaging learning environment that is free of distractions, with the discipline policy applied fairly, consistently, and timely; and allows for personal growth.

Related activities:
a. Revised 2020-21 PHS School Handbook delivered to all students
b. Consistently enforce the discipline policy and model appropriate classroom behaviors.
c. Explain the District's attendance policies, procedures, expectations and consequences with students at first day assembly.
d. PHS Period Schedule: students assigned to content area classrooms each period. Offered two different sessions each day so that students could remain socially distanced and in stable cohorts.
e. Counselor on campus Monday - Friday.
f. School-wide meetings every Friday, to make announcements, celebrate successes, and discuss any campus concerns.
g. Celebrate students academic, attendance and citizenship successes

Phoenix High School's comprehensive safety plan was revised and updated in October, 2020. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our updated school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.1	3.2	1.9	2.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	15.0	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	840

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	6	14	1		4	26			6	15		
Mathematics	3	17			4	26			4	21		
Science	5	9			4	15			5	12		
Social Science	3	27			4	29			6	14		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Staff selectively attends staff development workshops, conferences, etc. that addresses the specific needs of our programs, and can be of benefit to our students. Through their constant monitoring of student progress levels, the staffs is flexible in their delivery methods and are always looking for better ways of providing our students with a quality educational program.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$14,973	$2,648	$12,325	$88,888
District	N/A	N/A	$7,713	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	46.0	10.8
School Site/ State	45.6	11.5

Note: Cells with N/A values do not require data.

Types of Services Funded

Phoenix High School uses the majority of its Title 1 funding to help provide extra tutoring opportunities before and after school. This allows our students to earn academic credits and improve their core academic skills in language arts, math, social studies and science. In addition, the programs provide students access to interventions, remediation, and preparation for the GED test. Students are able to work at their own pace, at home, the library, virtually anywhere and anytime. Future purchases will be made to enhance and supplement the various academic subjects and to address the varied academic deficiencies of our students.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Phoenix High School	2016-17	2017-18	2018-19
Dropout Rate	12.8	18.9	54.8
Graduation Rate	30.8	54.1	42.9

Rate for Western Placer Unified School	2016-17	2017-18	2018-19
Dropout Rate	10.8	7.8	9.9
Graduation Rate	75.7	83.9	81.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	3.7

2019-20 Advanced Placement Courses

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Phoenix High School students are able to access CTE programs by co-enrolling at Lincoln High School. Lincoln High School offers 12 different pathways across 6 industry sectors.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

ATLAS Learning Academy

1135 9th Street • Lincoln, CA 95648 • (916) 645-6395 • Grades K-12
Chuck Whitecotton, Principal
cwhitecotton@wpusd.org

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Kris Wyatt, President

Damian Armitage, Vice President

Brian Haley, Clerk

Criste Freymond, Member

Jason Price, Member

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business

Gabe Simon
Assistant Superintendent, Human Resources

School Description

ATLAS Learning Academy serves K-12 students using a hybrid teaching model designed to provide customized and active learning emphasizing Achievement Through Leadership Adventure and Service. We believe in creating an experience between students, teachers, and parents to develop a connected and committed professional learning environment to develop:

1. An understanding of one's own strength, talents, and skills as well as appreciation for others in the pursuit of excellence.
2. The inclination, desire, academics, and technological skills necessary to expand one's own abilities and knowledge base.
3. A realistic self-confidence.
4. The ability to harness knowledge to work cooperatively and independently to solve unexpected problems, think creatively and critically, and persuasively convey ideas.
5. A new balance between the fast-paced technological world and the natural world.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 8	5
Grade 9	2
Grade 10	7
Grade 11	12
Grade 12	14
Total Enrollment	40

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.5
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	2.5
White	65
Two or More Races	2.5
Socioeconomically Disadvantaged	15
English Learners	2.5
Homeless	2.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for ATLAS Learning	18-19	19-20	20-21
With Full Credential	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence		0	0

Teacher Credentials for Western Placer Unified	18-19	19-20	20-21
With Full Credential	♦	♦	325
Without Full Credential	♦	♦	25
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at ATLAS Learning Academy

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) o 4 – 6 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017; 6 – Adopted 2018) o 7 – 8 Amplify ELA (Adopted 2018) o 9 – 10 McGraw Hill Study Sync (Adopted 2017) o 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	o TK McGraw Hill My Math (Adopted 2014) o K – 5 Pearson Envisions (Adopted 2014) o 6 – 8 Pearson Digits (Adopted 2014) o 8 (Honors) Carnegie Learning Integrated I o 9 – 12 Carnegie Learning Integrated I, II, & III (Adopted 2014); McDougal Littell Algebra (Adopted 2009); McDougal Littell Geometry (Adopted 2008); Glencoe/McGraw Hill PreCalculus (Adopted 2008) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	o K – 5 Delta Science/FOSS (Adopted 2007) o 6 – 8 Pearson Prentice Hall – Focus on Science for California (Adopted 2007) o 9 – 12 Pearson Prentice Hall Biology (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	o K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) o 6 – 8 Holt Rinehart & Winston History Social Studies (Adopted 2006) o 9 – 12 McDougal Little World History (Adopted 2005); Glencoe McGraw Hill Economics; McDougal Little US History (Adopted 2006); Prentice Hall Comparative Politics (Adopted 2006) New adoption in piloting process. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

ATLAS is a new school. A FIT report will be included in next year's SARC.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: N/A

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Prior to enrollment, parents and students meet individually with the coordinator to review the expectations of the school and current credit status. Parents are encouraged to attend weekly academic meetings with their child and the teacher. Parents are also encouraged to visit school during instructional hours but will be asked to follow visitor guidelines by signing in at the front office. The staff and the principal maintain an open door policy. A "Remind App" is used to communicate with parents by text. A parent representative sits on the School Site Council. The school hosts various events to encourage parents and other supportive adults to come tour campus and meet staff.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)
Goal:
To create and facilitate a positive and caring learning environment in which all students feel safe, experience success, and build self-esteem.
Objectives:
To provide and facilitate an engaging learning environment that is free of distractions, with the discipline policy applied fairly, consistently, and timely; and allows for personal growth.

Related activities:

a. Consistently enforce the discipline policy and model appropriate classroom behaviors.
b. Explain the District's attendance policies, procedures, expectations and consequences with students during intake meeting.
c. PHS Period Schedule: students assigned to content area classrooms each period.
d. Counselor on campus Monday - Friday.
e. Develop and implement outdoor education experiences that help facilitate student success.
f. Celebrate students academic, attendance and citizenship successes
g. ATLAS participates with Phoenix High School in developing a comprehensive safety plan. This plan was revised and updated in October, 2019. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our updated school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		0	1.9	2.1	3.5	3.5
Expulsions		0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English									8	5		
Mathematics									6	6		
Science									5	3		
Social Science									11	6		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	2	2

2 full PD days in addition to Monday collaboration time.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,082	$49,782
Mid-Range Teacher Salary	$71,358	$76,851
Highest Teacher Salary	$94,063	$97,722
Average Principal Salary (ES)	$110,406	$121,304
Average Principal Salary (MS)	$119,900	$128,629
Average Principal Salary (HS)	$127,942	$141,235
Superintendent Salary	$189,844	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	33.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	$79,810
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

Note: Cells with N/A values do not require data.

Types of Services Funded

N/A : ATLAS is in its first year as a school in 2019-2020.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

INFORMATION

DISCUSSION

ACTION

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Governor's 2021-22 State Budget Proposals

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 2, 2021

ROLL CALL REQUIRED:

No

BACKGROUND:

On January 8, 2021, Governor Newsom released his proposals for the 2021-22 State Budget. A detailed update is included and will be discussed at the board meeting.

RECOMMENDATION:

Administration recommends the Board receive the update on the Governor's State Budget proposals for the 2021-22 budget year.

Governor's Proposals for the 2021-22 State Budget and K-12 Education

Western Placer Unified School District

Board of Trustees - February 2, 2021

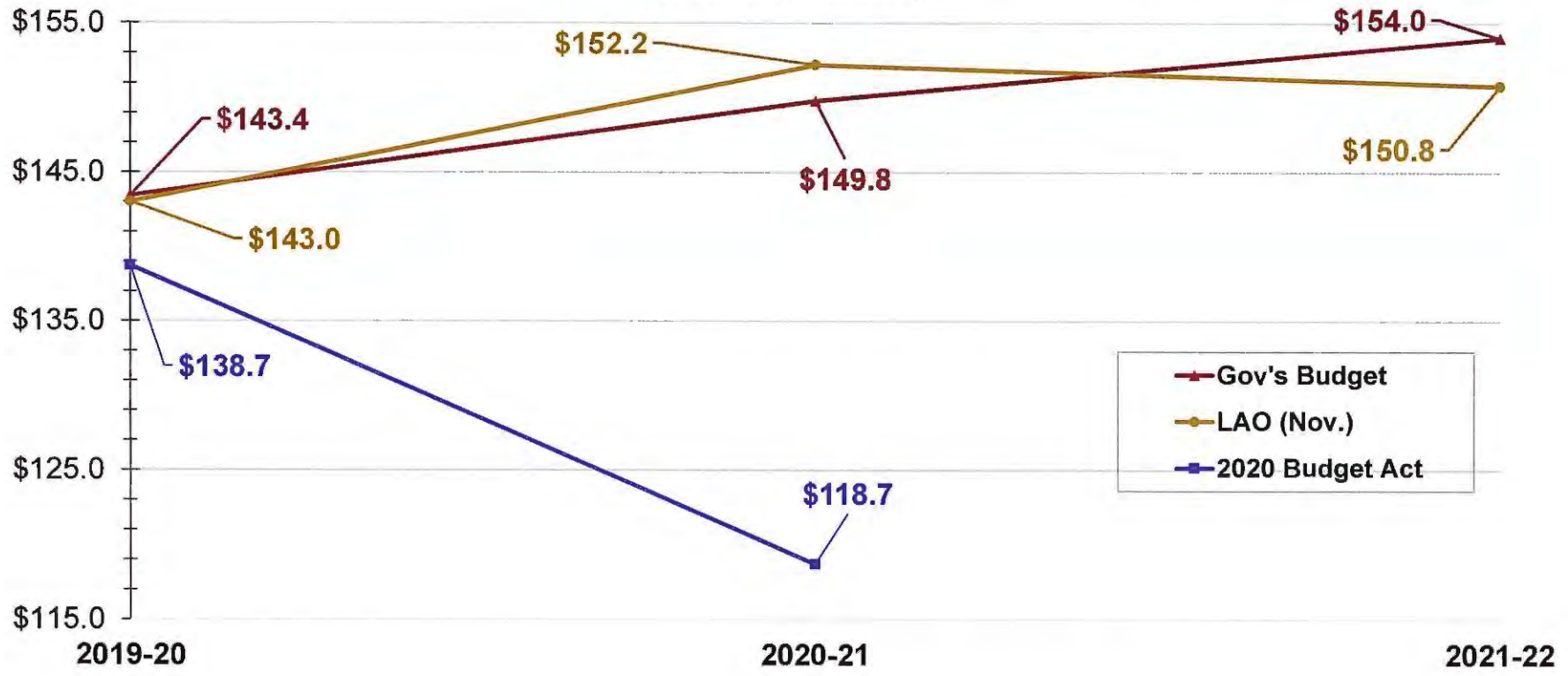
Initial Thoughts

- **Dramatic turnaround for state General Fund (GF) revenues, but mixed bag for schools**
- **Governor Newsom responding to COVID-19 pandemic and recall threat – includes relief for low-income workers and some small businesses, and controversial school reopening plan**
- **Already some skepticism from Legislature on reopening plan, but Democratic leaders will likely avoid taking actions that encourage recall effort**
- **Program to provide expanded learning time and academic interventions (including an extended school year or summer school) is welcome, but details not yet available**
- **No early action to eliminate current year K-12 apportionment deferrals or relief in PERS and STRS costs**
- **Governor proposes one-time, $2.3 billion supplemental payment to Prop 98 in 2021-22, but wants to repeal statutory requirement for future supplemental payments**

State General Fund Revenues

Excluding transfers and federal funds

(Dollars in billions)



Major K-12 Proposals – Overview

- **$2 billion for in-person instruction grants (immediate action)**
- **$4.6 billion for expanded instructional time (early action)**
- **$7.3 billion to pay down most deferrals in 2021-22**
- **$2.2 billion for 3.84% combined/compounded COLA for LCFF and 1.5% COLA for other programs**
- **$725 million (state and federal) for various programs related to student wellness and mental health**
- **$540 million for training and support for the educator workforce**
- **$500 million for training, support and expansion related to TK, Kindergarten and childcare**
- **$300 million for Special Education Early Intervention Grant**
- **$15 million ($12 ongoing, $3 one-time) for Cradle-to-Career Data System**

SSC Financial Projection Dartboard

LCFF PLANNING FACTORS					
Factor	2020–21	2021–22	2022–23	2023–24	2024-25
DOF Estimated Statutory COLA	2.31%	1.50%	2.98%	3.05%	N/A
DOF Estimated Funded COLA	0.00%	3.84%*	2.98%	3.05%	N/A
SSC Estimated Statutory COLA	0.00%	3.84%*	1.28%	1.61%	1.90%

*Calculated by compounding the unfunded COLA of 2.31% from 2020–21 and the estimated statutory COLA of 1.50% in 2021–22

COLA—What a Difference a Year Makes

- The pandemic did not have the draconian financial impacts projected in June 2020, but LEAs still have not been made whole
  - The zero COLA in 2020–21 has likely fallen into a black hole as a one-time loss for LCFF, and an ongoing loss for other categorical programs
  - The Governor's Budget proposes a 3.84% compounded COLA for 2021–22

Comparison of Statutory and Funded COLA 2020–21 and 2021–22			
	2020–21	2021–22	Applied to
Statutory COLA	2.31%	1.50%	• 3.84% applied to LCFF - ONLY
Funded COLA	0.00	3.84%	• 1.50% applied to special education and other categorical programs (e.g., MBG)

  - Effect of COLA for WPUSD – $2.3 M of LCFF Base Funding ($150,000 Supplemental)

Stand-Alone Categorical Programs
(Specific to WPUSD)

Proposed for Ongoing Funding (no COLA)

- After School Education & Safety Program
- Agricultural Education Incentive Program

Proposed for Ongoing Funding (1.15% COLA)

- Child Nutrition
- Mandate Block Grant
- Special Education
  - Effects of COLA for WPUSD – $78,000

Updated Public Health Guidance for Reopening K–12 Schools

REQUIREMENTS FOR SCHOOLS ALREADY REOPENED (WPUSD)

- Complete and post a Covid-19 Safety Plan (CSP) by February 1, 2021
- Not required to close if the county moves to the Purple Tier or goes over a case rate of 25 per 100,000
- This guidance replaces the Elementary Education Waiver that allowed a local health officer to grant a waiver to school applicants for grades K–6 if specific criteria were satisfied
  - All waivers approved prior to this date remain valid

CRITERIA TO REOPEN FOR IN-PERSON INSTRUCTION

- Located in a county in the Red, Orange, or Yellow Tiers
  - Complete and post a CSP at least seven days prior to reopening for in-person instruction
- K–6 schools in the Purple Tier may reopen if they post and submit their CSP to the local health officer and do not get any feedback for corrections within five days
  - K–6 schools in counties in Purple Tier with a case rate over 25 per 100,000 may not reopen for in-person instruction
- Schools may not reopen for grades 7–12 if the county is in the Purple Tier
  - Must be in the Red Tier for five consecutive days before the school may reopen

December Federal COVID-19 Relief

- **Most recent federal COVID-19 stimulus package includes $81.9 billion for education, including:**
  - **$54.3 billion in ESSER II (compared to $13.2 billion for ESSER under CARES Act)**
  - **$4.1 billion in GEER II (compared to $3 billion for GEER under CARES Act)**
- **Elementary and Secondary School Emergency Relief Fund (ESSER II)**
  - **State estimated to receive $6.7 billion in federal ESSER II funding**
  - **Funding can be used to cover same purposes as ESSER funding**
    - **Additional uses include learning loss, facilities and indoor air quality**
    - **New reporting requirements at state and local level around how funds were used to address learning loss**
- **Deadline to spend prior Coronavirus Relief Fund (CRF) dollars extended**
  - **Originally required to be expended by December 30, 2020, now deadline extended to 12/31/21**
- **Effect of Allocation to WPUSD – $2.3 M of ESSER Funding (2nd Allocation)**

Safe Schools for All - Funding for Reopening Schools

- **Governor Newsom is calling for swift and early action by lawmakers to appropriate at least $2 billion in one-time Proposition 98 funds to aid in the safe reopening and operation of in-person instruction for K–12 students**

  - **Base Grants = $450/per ADA (February reopening)**
    = $337.50/per ADA (March reopening)

  - **Specific grant details and requirement not yet available**

Potential Estimated Grant Award to WPUSD – $3.2 M in Funding (if WPUSD applies for Grant)

Safe Schools for All—What It Is and What's Required

- **The Safe Schools for All proposal establishes a grant program to incentivize LEAs to reopen school for in-person instruction, inclusive of hybrid models**

COVID-19 Safety Plan	• Conforms with California Department of Public Health (CDPH) school guidance • Incorporates Cal/OSHA Emergency Standards
Labor Agreement	• Documentation of collective bargaining agreement or memorandum of understanding (MOU) conforming with COVID-19 Safety Plan
Offer In-Person Instruction	• By February 16 for TK–2 and all students with disabilities, foster youth, homeless youth, and students without access to technology • By March 15, expand to grade 5 or 6
COVID-19 Testing	• All students and staff of in-person instruction • In accordance with CDPH testing cadence
Certify Technology	• Verify that all students in distance learning have access to a computing device, software, and high-speed internet to participate in online learning

Extended Learning Time and Academic Intervention Grants

- **Proposal to make up for lost instructional time through targeted grants, particularly for low-income students, foster youth, English learners, and homeless youth**
- **At $4.6 billion, the largest proposed one-time investment in K-12**
- **No concrete proposal, but would require "early" Legislative action**
- **Expenditures intended for extended school year, summer school, community learning hubs, and other evidence-based targeted approaches to learning loss mitigation**
- **No application required.**
- **Requires addendum to 2021-22 LCAP of how funds will be used (board approved 6/1/21)**
- **Estimated Grant Award to WPUSD – $4.5 M of Grant Funding**

What's Next

- State Level
  - January through May:
    - Budget subcommittees review
    - LAO issues detailed review of Governor's plan – expect support for spending restraint and slightly higher revenue forecast
  - Governor's May Revision on or before May 15th
  - On-time budget by June 15th

- District level
  - Second Interim Report – March 2021
  - 2021-22 New Student Registration, Enrollment and Staffing Projections – January & February 2021
  - District Attendance Reporting Period (P-2) – April 2021 Actual P-2 ADA calculated but not submitted to State due to State Hold Harmless
  - Governor's May Revision Presentation– May 2021
  - 2021-22 Budget Adoption and LCAP Approval –By June 30, 2021

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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SUBJECT:
Mutual Sunshine for Negotiations Regarding the Collective Bargaining Agreement between the Western Placer Unified School District (WPUSD) and the California School Employees' Association: Chapter #741

AGENDA ITEM AREA:
Action

REQUESTED BY:
Gabe Simon, Ed.D. GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Mutual Collective Bargaining Sunshine Proposal for WPUSD and CSEA Chapter #741

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

Pursuant to Government Code section 3547, all proposals of the recognized employee groups and the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The California School Employees' Association: Chapter #741 and the Western Placer Unified School District are both proposing negotiations under the current 2019-2022 Collective Bargaining Agreement. The District and the California School Employees' Association: Chapter #741's mutual proposal was presented for information/discussion at the previous Board meeting on January 19th, 2021. The item has now returned to the Board for action.

RECOMMENDATION:

Administration recommends that the Board of Trustees review and approve the mutual sunshine proposal for negotiations.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT
600 Sixth Street, Suite 400, Lincoln CA 95648
Ph: 916-645-6350

Board of Trustees:
Paul Long
Brian Haley
Paul Carras
Kris Wyatt
Damian Armitage

Superintendent: Scott Leaman

VIA Electronic Mail

December 8, 2020

Gus Nevarez, California School Employees' Association Chapter #741 President

Re: WPUSD and CSEA Chapter #741's Mutual Sunshine Proposal for Collective Bargaining Negotiations for the 2020-2021 School Year

Dear Gus,

Based on recent discussions with the CSEA Chapter #741, the District and CSEA Chapter #741 are mutually reopening the following articles and sections:

- Article VI: Salaries
- Article IV: Employee Benefits
- Article XX: Duration (intent to extend current agreement to June 30, 2023)

We look forward to working together with the CSEA Bargaining Team throughout the negotiations process.

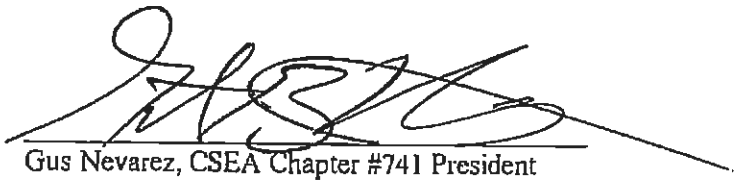
Sincerely,

Gabe Simon, Ed.D.
Assistant Superintendent of Personnel Services

Acknowledgement:

Gabe Simon, Ed.D., Assistant Superintendent of Personnel Services

12/8/20
Date



Gus Nevarez, CSEA Chapter #741 President

1-12-21

Date

CC: Scott Leaman, Superintendent (Via Email PDF)
Audrey Kilpatrick, Assistant Superintendent of Business Services (Via Email PDF)
Kerry Callahan, Deputy Superintendent of Educational Services (Via Email PDF)

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
In-person/InterCONNECT Update

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Superintendent

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:

A report on in-person and InterCONNECT instruction will be provided to the Board. The new "reopening" plan will also be discussed.

RECOMMENDATION:
No action is required on this item.

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

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
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SUBJECT:
Adoption of Revised/New Exhibits/Policies/Regulations

AGENDA ITEM AREA:
Action

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 2, 2021

ROLL CALL REQUIRED:
No

BACKGROUND:
These new and/or revised exhibits/policies/regulations are now being presented for approval by the Board of Trustees. *(GAMUT WIP (Work in Progress) Reconciliation Checklist is attached)*

- BP 2220 – Administrative Staff Organization (Delete)
- AR 3310 – Purchasing (Delete)
- AR 4031 – Complaints Concerning Discrimination in Employment (Delete)
- AR 4117.4 – Dismissal (Delete)
- AR 5111.12 – Residency Based on Parenting/Guardian Employment (Delete)
- BP 5124 – Communication with Parents/Guardians (Delete)
- BP 5140 – Welfare (Delete)
- AR 5148.1 – Cal-SAFE Program (Delete)
- BP 6300 – Preschool/Early Childhood Education (Delete)
- BB 9321.1 – Closed Session Actions and Reports (Delete)

RECOMMENDATION:
Administration recommends the Board of Trustees approve the new and revised Exhibits, Policies, and Regulations as submitted.

wp/rk/factform

GAMUT WIP (Work In Progress) RECONCILIATION CHECKLIST

CATEGORY: FILES TO DELETE FROM YOUR POLICY MANUAL

Several policies correspond to a policy that CSBA has deleted from its sample policy manual. The numbers and titles for these policies no longer exist in the codification system that the GAMUT Policy Plus platform uses. As a result, these policies have nowhere to "live" in the new platform. They were imported as drafts and appear in the WIP folder. Reasons for deletion shown below are from CSBA's Master Guidesheet Deletion list

A) Policies (BP) and Bylaws (BB) to Delete

ACTION NEEDED: Board approves deletion of these policies

POLICY CODE	DISTRICT POLICY TITLE	REASON
BP 2220	Administrative Staff Organization	Administrative Staff Organization Administrative Staff Organization renumbered and reissued as BP 4301.
BP 5124	Communication with Parents/Guardians	Delete this unnecessary policy. Material regarding communication strategies for parent involvement has been moved to BP/AR 6020 – Parent Involvement. Revised Policies and regulations dealing with parent involvement (BP/AR 6020 – Parent Involvement and BP/AR 6171 – Title I Programs) will be issued under separate cover in August 2006. For more information see the article in Governance and Policy Services News.
BP 5140	Welfare	"Welfare" – Some of the Material in this policy was duplicated at 5142 "Safety". This material re emergency information is now at 5141
BP 6300	Preschool/Early Childhood Education	"Preschool/Early Childhood Education" Delete BP. Policy and new regulation renumbered to BP/AR 5148.3 – Preschool/Early Childhood Education.
BB 9321.1	Closed Session Actions and Reports Board	Bylaw deleted and key concepts incorporated in BB 9321 - Closed Session

B) Regulations (AR) and Exhibits (E) to Delete

ACTION NEEDED: Board approves deletion of these ARs and exhibits.

CODE	DISTRICT TITLE	REASON
AR 3310	Purchasing	**Delete** BP/AR. Delete this unnecessary policy and regulation. Material regarding purchasing procedures has been incorporated into BP 3300 - Expenditures and Purchasing
AR 4031	Complaints Concerning Discrimination in Employment	"Complaints Concerning Discrimination in Employment" – Delete. Complaint procedures incorporated into AR 4030 – Nondiscrmination in Employment
AR 4117.4	Dismissal	Regulation deleted and concepts moved into BP/AR 4118 – Dismissal/Suspension/Disciplinary Action
AR 5111.12	Residency Based on Parent/Guardian Employment	"Residency Based on Parent/Guardian Employment" – Delete. Key concepts incorporated into BP/AR 5111.1- District Residency
AR 5148.1	Cal-SAFE Program	Regulation deleted since NEW LAW (AB 97) redirects funding for the Cal-SAFE program into the LCFF. Child care for parenting students also may be addressed in BP 5146 – Married/Pregnant/Parenting Students and BP/AR 5148 – Child Care and Development

ADMINISTRATIVE STAFF ORGANIZATION

The Superintendent shall organize the administrative staff in a manner that best supports the educational program through efficient operations, effective communications and direct assistance to schools.

(cf. 2110 - Superintendent Responsibilities and Duties)
(cf. 4300 - Management, Supervisory and Confidential Personnel)

The Superintendent shall maintain a current district organization chart which designates lines of primary responsibility and the relationships between all district positions. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating and cooperating to develop the best possible programs and provide efficient services.

The Superintendent or designee may adjust staff responsibilities temporarily or permanently as needed to accommodate the workload and/or individual capabilities.

Legal Reference:
EDUCATION CODE
35010 Control of district; prescription and enforcement of rules
35020 Duties of employees fixed by governing board
35035 Powers and duties of superintendent

Management Resources:
WEB SITES
CSBA: http://www.csba.org
ACSA: http://www.acsa.org

PURCHASING

In order to provide a process that recognizes the value and importance of fiscal integrity, a purchase order, formal contract, or other Governing Board approved form must be generated prior to the purchase of all products and services. Confirmational orders are not acceptable. Only the Superintendent or designee has the authority to approve the expenditure of district funds. Without the Superintendent or designee's approval, the district is not obligated to make payment to a vendor. Consequently, the individual making the expenditure could be held personally liable for the payment of the product or service purchased without an approved purchase order or other district contractual document.

Purchasing Process

1. Each purchase order or other contractual document must contain the following information:

    a. Complete vendor name and address

    b. Name and address where the product and/or service will be delivered

    c. A detailed itemization of the supplies and/or services

    d. The unit and extended cost for each item. Include the applicable sales tax and delivery charges in the total order price

    e. Indicate the budget code from where the supplies and/or services are to be charged

    f. A dated signature, not a stamped facsimile, from the responsible administrator authorizing the order

2. Submit all copies of the purchase order or other contractual document to the Business Office for processing. Except in emergency situations, purchase order numbers will not be provided to sites via the phone.

Exceptions

There are expenditures that cannot be reasonably documented on a purchase order or other contractual document. Examples of those expenditures are mileage claims and personal reimbursements for expenses associated with district approved travel, conferences, and meetings. There are also certain vendors who are not set-up to accept purchase orders. Under these circumstances, expenses must be claimed on a Western Placer Unified School District Expense Account form.

DELETE

PURCHASING (continued)

Expense Account Process and Guidelines

1. All purchases made through the expense account process must be preapproved on the Reimbursement Approval Form (see Exhibit 3310). The original Reimbursement Approval Form, along with original receipts, must be attached to the Expense Account Form.

2. Expense Account Forms for mileage claims are to be submitted to the Business Office at least monthly for reimbursement.

3. Expense Account Forms for costs associated with district approved travel, conferences, and meetings need to include original receipts for all actual and necessary expenses.

4. Each expense Account Form must contain the following information:

    a. The budget code where the claim is to be charged

    b. The name and address of the claimant

    c. A detailed account of the activities to be reimbursed

    d. Original receipts

    e. The original Reimbursement Approval Form if applicable

Adherence to these processes will result in improved budget control and the appropriate utilization of district resources.

DELETE

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. *Notice and Receipt of Complaint:* Any employee or job applicant (the "complainant") who believes he/she has been subjected to prohibited discrimination or harassment shall promptly inform his/her supervisor, the district's Coordinator for Nondiscrimination in Employment, or the Superintendent.

   The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

   A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the Coordinator, whether or not the complainant files a written complaint.

   The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. *Investigation Process:* The Coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five school days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

   The Coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The Coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

   If the Coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the Coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

DRAFT

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT

When necessary to carry out his/her investigation or to protect employee or student safety, the Coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The Coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The Coordinator shall ensure that such interim measures do not constitute retaliation.

3. *Written Report on Findings and Corrective Action:* No more than 30 days after receiving the complaint, the Coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator shall notify the complainant and explain the reasons for the extension.

   The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

   The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. *Appeal to the Governing Board:* The complainant or the person accused may appeal any findings to the Board within 10 working days of receiving the written report of the Coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 working days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may also file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

DRAFT

COMPLAINTS CONCERNING DISCRIMINATION IN EMPLOYMENT

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
GOVERNMENT CODE
12920-12921 Nondiscrimination
12940-12948 Discrimination prohibited; unlawful practices, generally
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2001d-2001d-7 Title VI, Civil Rights Act of 1964
2001e-2001e-17 Title VII, Civil Rights Act of 1964 as amended
2000ff-2000ff-11 Genetic Information Nondiscriminiation Act of 2008
2001h-2-2001h-6 Title IX, of the Civil Rights Act of 1964
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
106.8 Designation of responsible employee for Title IX

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICAITONS
Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov

DELETE

Regulation
approved: September 4, 2007
revised: October 2, 1012
revised: June 7, 2016
revised: February 2, 2021

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

DISMISSAL

Permanent Employees

Permanent employees shall not be dismissed from their position except when cause for dismissal can be shown. Cause and procedures for dismissal are defined by provisions of Education Code 44932 et seq.

(cf. 4116 - Probationary/Permanent Status)

Probationary Employees

During the school year, certificated probationary employees may be dismissed for causes specified in Education Code 44932 or for unsatisfactory performance determined pursuant to Education Code 44660-44665. Procedures and time limits for such action shall be those set forth in Education Code 44948.3.

(cf. 4115 - Evaluation/Supervision)

At the end of the school year, the Board of Trustees may decide not to rehire probationary employees without a statement of reasons, giving notice in accordance with Education Code 44929.21.

(cf. 4117.6 - Decision Not to Rehire)

Legal References:

EDUCATION CODE
44660-44665 Evaluation and assessment of performance
44842 Automatic declining of employment
44918 Substitute or temporary employee; reemployment rights
44929.21 Districts with 250 ADA or more; notice of reelection decision.
44929.23 Districts with daily attendance less than 250
44932-44947 Suspension and/or dismissal of permanent employees
44948 Dismissal or suspension of probationary employees during school year
44948.2 Election to use provisions of Education Code 44948.3
44948.3 Dismissal of probationary employees (over 250 ADA)
44948.5 Dismissal of probationary employees (under 250 ADA)
44949 Cause, notice and right to hearing for dismissal of probationary employee
44953 Dismissal of substitute employees
44955 Reduction in number of permanent employees
GOVERNMENT CODE
3543.2 Scope of representation (re duty of district to meet and negotiate regarding causes and procedures for discipline less than dismissal)

Regulation
approved: September 4, 2007
revised: October 6, 2015
revised: February 2, 2021

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

RESIDENCY BASED ON PARENT/GUARDIAN EMPLOYMENT

Applications for Admission into District Schools

For purposes of determining eligibility for enrollment in a district school, district residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. (Education Code 48204)

(cf. 5111 – Admission)
(cf. 5111.1 - District Residency)

When applying for admission, the parent/guardian shall submit proof of employment to the Superintendent or designee. This evidence may include, but not be limited to, a paycheck stub or letter from his/her employer listing an actual address within district boundaries. Documentation listing only a post office box as an address shall not be accepted.

Such evidence shall also indicate the number of hours per school week that the parent/guardian is employed at that location.

The Superintendent or designee may deny enrollment based on parent/guardian employment if any of the following circumstances exists:

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer. (Education Code 48204)

2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan. (Education Code 48204)

3. The school facilities are overcrowded at the relevant grade level.

4. Other circumstances exist that are not arbitrary. (Education Code 48204)

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

Students enrolled in the district on the basis of parent/guardian employment shall not be required to reapply for enrollment in subsequent school years. Such students may continue to attend school in the district through the highest grade offered by the district, if the parent/guardian so chooses and if at least one of the student's parents/guardians continues to be physically employed within district boundaries, subject to the restrictions specified in items #1-4 above. (Education Code 48204)

The Superintendent or designee shall annually request the student's parent/guardian to provide evidence of the employment in order to determine the student's continuing eligibility for enrollment.

DRAFT

RESIDENCY BASED ON PARENT/GUARDIAN EMPLOYMENT (continued)

Requests for Transfers out of District Schools

When a student requests a transfer out of the district on the grounds that his/her parent/guardian is employed within boundaries of another district, the Superintendent or designee may disallow the transfer for either of the following reasons:

1. The difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204.

2. The transfer would negatively impact the district's court-ordered or voluntary desegregation plan.

Notifications

Whenever a student's application for a transfer into or out of the district is denied, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

(cf. 9324 - Minutes and Recordings)

Legal Reference:
EDUCATION CODE
46601 Failure to approve interdistrict attendance
46607 ADA calculation for residency based on parent employment
48200-48284 Compulsory education law, especially:
48204 Residency based on parent/guardian employment
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 198 (2001)

Management Resources:
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Regulation
approved: September 4, 2007
revised: February 17, 2015
deleted: April 19, 2016
revised: February 2, 2021

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

DELETED

COMMUNICATION WITH PARENTS/GUARDIANS

The Board of Trustees believes that good communication between parent/guardian and teacher is important in the educational process. Reporting contacts between parent/guardian and teacher should be varied and frequent, and all appropriate forms of communication should be utilized, including parent-teacher conferences, mail, telephone, and school visitation by parents/guardians.

The progress report should reflect the educational progress of the student in terms of classwork and proficiency levels, and should also indicate educational growth in relation to the student's ability, attitude, interests, and conduct or citizenship.

The parent/guardian shall be notified of a student's truancy and be informed of alternative educational programs available in the district and of their right to meet with district personnel to discuss solutions to the student's truancy. (Education Code 48260.5)

Students who are on an individualized education program are to be evaluated regularly, and the evaluations shall be communicated to the parents/guardians according to the regulations and procedures of the special education services region.

Legal Reference:

EDUCATION CODE

49067 Mandated regulations regarding pupil's achievement

49069 Absolute right to access (parents' right of access to student records)

51216 Pupil proficiency; assessment; conference to further pupil's progress; instruction in basic skill for pupil not demonstrating sufficient progress

DELETE

WELFARE

Student Neglect/Emergency Care

Should a parent/guardian neglect or refuse to provide emergency information, or refuses to provide care for a child the school determines to exclude for medical reasons, the principal may take the responsibility of giving permission for the student to be taken to the emergency hospital when he/she considers it necessary for the welfare of the student.

(cf. 5142 - Safety)

Non-Emergency Care

In the event a student requires care that is not of an emergency nature, the parent must provide transportation for the child, arrange prompt alternative care for the child, or respond promptly to a reasonable request by the school for appropriate care for the child. Failure or refusal to contact the school within a reasonable period of time or to provide appropriate care as described above, may result in referral to the proper authorities.

Legal Reference:

EDUCATION CODE
44808 Exemption from responsibility or liability for conduct and safety of pupils off-campus; exceptions
44808.5 Permission for pupils to leave school grounds; notice (high school)
48908 Duties of pupils
ADMINISTRATIVE CODE, TITLE 5
14103 Authority of the driver

DELETE

CHILD CARE SERVICES FOR PARENTING STUDENTS

Cal-SAFE Program

The district shall provide child care and development services on or near the school site for the children of teen parents enrolled in the district's California School Age Families Education (Cal-SAFE) program. Such services shall be available whenever enrolled teen parents are participating in a school-approved activity during or outside the school day. (Education Code 54743, 54745, 54746)

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5148 - Child Care and Development Services)

Participation in the child care and development services shall be voluntary. (Education Code 54746)

No fees shall be assessed for child care and development services provided through the Cal-SAFE program. (Education Code 54745)

Children of teen parents shall be eligible for enrollment from birth to age five years or until they enroll in kindergarten, whichever occurs first, as long as the teen parent is enrolled in the district's Cal-SAFE program. If the teen parent is enrolled in a summer school program or a school program operating more than 180 days, eligibility shall be determined by the parent's hours of enrollment and only for those hours necessary to further the completion of the parent's educational program. (Education Code 54746, 54749)

Before a child is enrolled in the program or allowed on the school campus, he/she shall have a health evaluation form signed by a physician or the physician's designee. Health screening and immunizations shall not be required when the child's parent/guardian annually files a written request pursuant to Education Code 49451 or Health and Safety Code 120365. (Education Code 54746)

(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)

The Superintendent or designee shall complete an intake procedure regarding each child upon entry into the program, and periodically as needed thereafter, and shall maintain a developmental profile for each child in order to design a program that meets the child's developmental needs. (Education Code 54746)

Child care and development services shall operate pursuant to applicable sections of Education Code 8200-8498, the Child Care and Development Services Act, and shall meet the health and safety requirements of 22 CCR 101151-10123.92 and 101351-101439.1. (Education Code 54746)

CHILD CARE SERVICES FOR PARENTING STUDENTS (continued)

The child care site shall be available as a laboratory for parenting or related courses, with priority given to teen parents enrolled in the district's Cal-SAFE program. (Education Code 54746)

Legal References:

EDUCATION CODE
8200-8498 Child Care and Development Services Act
49451 Exemption from physical examination
54740-54749 Cal-SAFE program for pregnant/parenting students and their children
HEALTH AND SAFETY CODE
120365 Exemption from immunization
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General licensing requirements for child care centers
101351-101439.1 Infant Care Centers

Management Resources:

WEB SITES
California Department of Education: http://www.cde.ca.gov

Regulation
approved: September 4, 2007
revised: November 17, 2015
revised: February 2, 2021

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Board of Trustees recognizes that high-quality preschool experiences for children ages 3-5 help them develop knowledge, skills, and attributes necessary to be successful in school and provide for a smooth transition into the elementary education program. Such programs should provide developmentally appropriate activities in a safe, well-supervised, cognitively rich environment.

(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)

Collaboration with Community Programs

The Superintendent or designee shall collaborate with other agencies, organizations and private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a community-wide plan to increase children's access to high-quality preschool programs.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

Information about preschool options in the community may be provided to parents/guardians upon request.

The Superintendent or designee shall establish partnerships with feeder preschools to facilitate articulation of the preschool curriculum with the district's elementary education program.

District Preschool Programs

When the Board determines that it is feasible, the district may provide preschool services at or near district schools.

The Board shall set priorities for establishing or expanding services as resources become available. In so doing, the Board shall give consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6171 - Title I Programs)

On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.

DELETE

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.

(cf. 5148 - Child Care and Development)
(cf. 5148.1 - Child Care Services for Parenting Students)

Inasmuch as parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled students regarding their child's progress.

(cf. 1240 - Volunteer Assistance)
(cf. 6020 – Parent Involvement)

The Board shall adopt standards which identify the knowledge, skills, and experience that students will be expected to attain in the district's preschool program in order to be prepared for the early primary grades, including but not be limited to, development of language, cognitive, social, emotional, and physical skills.

The district's preschool program shall provide culturally and linguistically appropriate services and support the needs of English learners. The program also shall provide appropriate services for students with disabilities, including but not limited to early screening to identify special needs among preschool students and intervention services to assist students identified with special needs in accordance with law.

(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

To maximize the ability of children to succeed in the preschool program, program staff shall support students' health through proper nutrition and physical activity and shall provide or make referrals to health and social services.

DELETE

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

(cf. 3550 - Food Services/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 5141.32 - Health Screening for School Entry)
(cf. 5141.6 - Student Health and Social Services)

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate credential(s) or permit(s) issued by the Commission on Teacher Credentialing and meet any additional qualifications established by the Board.

(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4312.5 - Criminal Record Check)
(cf. 4212.5 - Criminal Record Check)
(cf. 4222 - Teacher Aides/Paraprofessionals)

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

He/she shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschool students for transition into the elementary education program.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
8200-8498 Child Care and Development Services Act, especially:
8200-8209 General provisions for child care and development services
8230-8233 Migrant Child Care and Development Program
8235-8237 State Preschool Programs
8240-8244 General child care programs
8250-8252 Programs for children with special needs
8263 Eligibility and priorities for subsidized child development services
8360-8370 Personnel qualification
8400-8409 Contracts
8493-8498 Facilities
54740-54749 Cal-SAFE program for pregnant/parenting students and their children
HEALTH AND SAFETY CODE
1596.70-1596.895 California Child Day Care Act
1596.90-1597.21 Day care centers
120325-120380 Immunization requirements

Legal Reference continued: (see next page)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Legal Reference: (continued)

CODE OF REGULATIONS, TITLE 5
18000-18122 General provisions, general child care programs
18130-18136 State Preschool Program
18180-18192 Federal and State Based Migrant Programs
18210-18213 Severely Handicapped Program
18270-18281 Program quality, accountability
18290-18292 Staffing ratios
18295 Waiver of qualifications for site supervisor
18300-18308 Appeals and dispute resolution
UNITED STATES CODE, TITLE 20
6311-6322 Title I, relative to preschool
6319 Qualifications for teachers and paraprofessionals
6371-6376 Early Reading First
6381-6381k Even Start family literacy programs
6391-6399 Education of migratory children
UNITED STATES CODE, TITLE 42
9831-9852 Head Start programs
9858-9858q Child Care and Development Block Grant
CODE OF FEDERAL REGULATIONS, TITLE 22
101151-101239.2 General requirements, licensed child care centers, including:
101151-101163 Licensing and application procedures
101212-101231 Continuing requirements
101237-101239.2 Facilities and equipment
CODE OF FEDERAL REGULATIONS, TITLE 45
1301-1310 Head Start

Management Resources:

CSBA PUBLICATIONS
Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005
CDE PUBLICATIONS
Prekindergarten Learning Development Guidelines, 2000
First Class: A Guide for Early Primary Education, 1999
CDE MANAGEMENT BULLETINS
01-06 The Desired Results for Children and Families System, May 31, 2001
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Good Start, Grow Smart, April 2002
WEB SITES
CSBA: http://www.csba.org
California Association for the Education of Young Children: http://www.caeyc.org
California Children and Families Commission: http://www.ccfc.ca.gov
California Department of Education: http://www.cde.ca.gov
California Head Start Association: http://caheadstart.org
Child Development Policy Institute: http://www.cdpi.net
First 5 Association of California: http://www.f5ac.org
National Institute for Early Education Research: http://nieer.org
National School Boards Association: http://www.nsba.org
Preschool California: http://www.preschoolcalifornia.org
U.S. Department of Education: http://www.ed.gov

DELETE

CLOSED SESSION ACTIONS AND REPORTS

No matters other than those announced in open session shall be acted upon during the closed session. (Government Code 54957.7)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall reconvene in open session before adjourning and report closed session actions, the votes or abstentions thereon, and other disclosures required by Government Code 54957.1. These disclosures may be made at the location announced in the agenda for the closed session, as long as the public is allowed to be present at that location for the purpose of hearing them. (Government Code 54957.7)

Personnel Matters

The Board shall report any personnel action taken and the votes or abstentions thereon at the public meeting during which the closed session is held. This report shall identify the title of the position. However, the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Negotiations/Collective Bargaining

Final action on the proposed compensation of one or more unrepresented employees shall not be taken during the closed session. (Government Code 54957.6)

Approval of an agreement concluding closed session labor negotiations with represented employees shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

(cf. 4143/4243 - Negotiations/Consultation)
(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

Student Matters

Actions related to student matters shall be taken in open session and shall be a matter of public record. No information shall be released in violation of student privacy rights provided in law. (Education Code 35146, 48918; 20 USC 1232))

In an expulsion action, the student's name shall not be disclosed, but the cause for the expulsion shall be disclosed in open session.

DELETED

CLOSED SESSION ACTIONS AND REPORTS (continued)

(cf. 5117 - Interdistrict Attendance)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125 - Student Records)
(cf. 5125.3 - Challenging Student Records)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Real Estate Negotiations

Approval of an agreement concluding real estate negotiations shall be reported after the agreement is final. If the Board renders the agreement final, it shall report that approval, the votes or abstentions thereon, and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Litigation

The Board shall report the following actions related to pending litigation, and the votes or abstentions thereon, at the public meeting during which the closed session is held: (Government Code 54957.1)

1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.

2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.

3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.

If approval is given to legal counsel to settle pending litigation and if final approval rests with the other party or with the court, the district shall report the fact of approval, the substance of the agreement and the vote and abstentions thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

DELETED

CLOSED SESSION ACTIONS AND REPORTS (continued)

JPA/Self-Insurance Claims

The Board shall report the disposition of joint powers authority or self-insurance claims and the votes or abstentions thereon at the public meeting during which the closed session is held. This report shall include the name of the claimant(s), the name of the agency claimed against, the substance of the claim and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)

(cf. 3320 - Claims and Actions Against the District)
(cf. 3530 - Risk Management/Insurance)

Review of Assessment Instruments

At the public meeting during which the Board holds a closed session to review student assessment instruments, the Board shall confirm that this review was made. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

(cf. 6162.5 - Student Assessment)

Legal Reference:
EDUCATION CODE
35145 Public meetings
35146 Closed session (re student matters)
48918 Rules governing expulsion procedures; hearings and notice
49073-49079 Privacy of student records
60617 Meetings of governing board
GOVERNMENT CODE
54950-54963 The Ralph M. Brown Act, especially:
54957.1 Closed sessions; public report of action taken
54957.6 Closed sessions; representatives to employee organization(s)
54957.7 Disclosure of items to be discussed
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.8 Family Educational Rights and Privacy
ATTORNEY GENERAL OPINIONS
80 Ops.Cal.Atty.Gen. 85 (1997)
Kleitman v. Superior Court of Santa Clara County 87 Cal Rptr. 2d (1999)

Bylaw
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revised: September 17, 2019
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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

REVISED