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

MEMBERS OF THE GOVERNING BOARD

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent of Educational Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operation

STUDENT ENROLLMENT

School	2012/13 CBEDS	12/3/2012	1/11/2013
Sheridan Elementary (K-5)	84	81	84
First Street Elementary (K-5)	465	465	464
Carlin C. Coppin Elementary (K-5)	412	409	412
Creekside Oaks Elementary (K-5)	559	572	577
Twelve Bridges Elementary (K-5)	717	719	723
Foskett Ranch Elementary (K-5)	552	545	545
Lincoln Crossing Elementary (K-5)	684	687	679
Glen Edwards Middle School (6-8)	686	675	677
Twelve Bridges Middle School (6-8)	853	876	869
Lincoln High School (9-12)	1,516	1,496	1,476
Phoenix High School (10-12)	65	76	76
TOTAL	**6593**	**6601**	**6582**

State Preschool

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

Pre-K/Special Ed

Foskett	13
FSS PPPIP	48
CCC	1

Adult Education 96

First-5 Program

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

GLOBAL DISTRICT GOALS

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

Western Placer Unified School District
Regular Meeting of the Board of Trustees
February 5, 2013, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 J Street, Lincoln, CA 95648

AGENDA

2012-2013 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.

5:45 P.M. START

1. **CALL TO ORDER** – Lincoln High School - Multi-Purpose Room

5:50 P.M.

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

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

2.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

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

2.4 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- CL 12/13.6

2.5 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 12-13 P

7:00 P.M.

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

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

3.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

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

3.4 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
- CL 12/13.6

3.5 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918
Student Discipline/Expulsion Pursuant to E.C. 48918
Student Expulsion # 12-13 P

4. CONSENT AGENDA

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

4.1 Approval of Meeting Minutes for:
- January 15, 2012 Regular Board of Trustee Meeting

4.2 Approval of Warrants
4.3 Classified Personnel Report
4.4 Certificated Personnel Report
4.5 Approve State Preschool Contract/Amendment which includes Resolution No. 12/13.15.
4.6 Approve Agreement for Audit Services with Crowe Horwath, LLP
4.7 Ratification of Agreement for Services with Padre Associates, Inc. for Geological and Environmental Hazards Report for land at Twelve Bridges High School site.
Roll call vote:

5. COMMUNICATION FROM THE PUBLIC

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

6. REPORTS & COMMUNICATION

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

7. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

7.1 Information **DISTRICT OVERVIEW OF CERTIFICATES OF PARTICIPATION DEBT FINANCING AND PAYMENT STRUCTURE - Kilpatrick** *(12-13 G & O Component I, II, III, IV, V)*

•In 2008 and 2009, the district embarked on a COPs restructuring plan to create a debt repayment schedule that reflects the timing of the receipt of known revenue sources and secure fixed interest rates for budgeting purposes. In 2011, the district restructured the remaining Certificate of Participation debt. The restructuring accomplished two primary objectives. First, the interest rates were converted from variable rate to fixed rate in order to give the district certainly and stability over the amount of the annual payment. Second, the terms of the principal repayment of the loan were extended to make the debt payment affordable given the district's available repayment sources.

7.2 Action **FINANCIAL REVIEW OF JOHNSON CONTROLS INC. PROJECT SCOPE - Steer** *(12-13 G & O Component I, II, III, IV, V)*

•During the Board of Trustees meeting on December 18, 2012, we heard an update on the project development from Johnson Controls, Inc. (JCI). From this information, and some more specific financial information provided by JCI, staff has been working with our financial consultants, Capital Public Finance Group (CPFG), to review and verify the numbers and any potential concerns for the District. CPFG will be presenting an analysis of the financial information provided by JCI, as well as the compatibility with the District's current liabilities and future debt payments.

7.3 Action **UPDATE ON JOHNSON CONTROLS, INC. PROJECT DEVELOPMENT AND OPTIONS FOR BOARD OF TRUSTEES - Steer** *(12-13 G & O Component I, II, III, IV, V)*

• During the Board of Trustees meeting on December 18, 2012, we heard an update on the project development from Johnson Controls, Inc. (JCI). Following the Financial Review that is being provided by Capital Public Finance Group, staff would like to put forth options surrounding the proposed project(s).

7.4 Action **APPROVE RESOLUTION 12/13.16 DECLARING PROJECT SAVINGS AND IDENTIFYING HIGH PRIORITY CAPITAL OUTLAY PROJECTS - Steer** *(12-13 G & O Component I, II, III, IV, V)*

•After the completion of projects at Lincoln High School (Modernization and New Construction) and construction of Special Education facility at Foskett Ranch Elementary, there was a significant amount of project savings remaining in Fund 35 from the State of California. Under Chapter 12.5, Part 10, Division 1 Section 17070.63, of the Education Code and School Facility Program Regulation Section 1859.103, the District is allowed to retain these funds and use them towards other "High Priority Capital Outlay Projects". While code does not specify what constitutes a High Priority Capital Outlay Project, it does mandate that the funds be used according to the type of funding we received.
Roll call:

7.5 Action **SCHOOL ACCOUNTABILITY REPORT CARDS (SARCs) - Boyle**
(12-13 G & O Component I, II, III, IV, V)
•In November 1988, California voters passed Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act. This ballot initiative was to provide California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARC) and disseminate them to the public via websites.

7.6 Information **KINDERGARTEN REGISTRATION FOR 2013/14 - Boyle** *(12-13 G & O Component I, II, III, IV, V)*
•Kindergarten registration is around the corner! The kindergarten registration process begins in early March. We expect to have a slight increase in numbers of children registering for 2013/14 Kindergarten and Transitional Kindergarten (TK). The effect of the implementation of new age of enrollment requirements for kindergarten in the current year yielded a net decrease in kindergarten students, even with the implementation of one TK class. As parents become more familiar with the TK program and because of the matriculating class of current TK students into Kindergarten, we expect the net effect to be an increase of approximately 27 students at the TK/K level.

7.7 Information **PRESCHOOL PROGRAMS - Boyle** *(12-13 G & O Component I, II, III, IV, V)*
•Two years ago, we took back our State Preschool-funded programs with the belief that articulation with kindergarten and inclusion of district special needs preschools students could be maximized. The results have been extremely positive!

7.8 Information **2013-14 BUDGET UPDATE/BUDGET REDUCTIONS UPDATE – Leaman/Kilpatrick** *(12-13 G & O Component I, II, III, IV, V)*
•The district is currently deficit spending and faced with budget reductions. The Board has directed staff to achieve a balanced budget by the 2013-14 budget year.

8. BOARD OF TRUSTEES

8.1 FUTURE AGENDA ITEMS

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

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

8.2 BOARD MEMBER REPORTS/COMMENTS

9. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢ **February 19, 2013** 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School

10. ADJOURNMENT

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

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **Lincoln High School – Office Conference Room**
Date: **Tuesday, February 5, 2013**
Time: **6:00 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**

4. **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

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

9. **CONFERENCE WITH LABOR NEGOTIATOR**

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

1. **LICENSE/PERMIT DETERMINATION**
   a. Specify the number of license or permit applications.
2. **SECURITY MATTERS**
   a. Specify law enforcement agency
   b. Title of Officer,
3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
   a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.

c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**

a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.

b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.

5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**

a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.

b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.

6. **LIABILITY CLAIMS**

a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.

b. Agency claims against.

7. **THREATS TO PUBLIC SERVICES OR FACILITIES**

a. Consultation with: specify name of law enforcement agency and title of officer.

8. **PERSONNEL:**

A. **PUBLIC EMPLOYEE APPOINTMENT**
   a. Identify title or position to be filled.

B. **PUBLIC EMPLOYEE EMPLOYMENT**
   a. Identify title or position to be filled.

C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
   a. Identify position of any employee under review.

D. **PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE**
   a. It is not necessary to give any additional information on the agenda.

E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
   a. No information needed

9. **CONFERENCE WITH LABOR NEGOTIATOR**

a. Name any employee organization with whom negotiations to be discussed are being conducted.

b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.

c. Identify by name the agency's negotiator

10. **STUDENTS:**

A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**

B. **STUDENT PRIVATE PLACEMENT**
   a. Pursuant to Board Policy 6159.2

C. **INTERDISTRICT ATTENDANCE APPEAL**
   a. Education Code 35146 and 48918

D. **STUDENT ASSESSMENT INSTRUMENTS**
   a. Reviewing instrument approved or adopted for statewide testing program.

E. **STUDENT RETENTION/ APPEAL**
   a. Pursuant to Board Policy 5123

F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
   a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
CONFERENCE WITH REAL PROPERTY NEGOTIATOR

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustee will disclose any action taken in closed session in regard to Purchase price, and payment terms for additional property adjacent to the Twelve Bridges Library, negotiated between representatives of Western Placer Unified School District and Sierra Community College District.

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Real Property.

wp/rk/factform

3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

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

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

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

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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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:
Public Employee Discipline/
Dismissal/Release
- CL 12/13.6

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General/Categorical

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
Yes

BACKGROUND:

Board of Trustees will disclose any action taken in closed session in regard to Employee # CL 12/13.6 Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CL 12/13.6 Discipline/Dismissal/Release.

3.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Student Discipline
Expulsion Student #12-13 P

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Michael Doherty
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 05, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

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

RECOMMENDATION:

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

wp/rk/factform

CONSENT

AGENDA

ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Minutes:

- January 15, 2013 Regular Board Meeting Board Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

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

- January 15, 2013 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 15, 2013, 7:00 P.M.
GLEN EDWARDS MIDDLE SCHOOL – SPIRIT CENTER
204 L Street, Lincoln, CA 95648

MINUTES

2012-2013 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 Present
Kris Wyatt, President
Brian Haley, Vice President
Damian Armitage, Clerk
Paul Long, Member

Members Absent
Paul Carras, Member

Others Present
Scott Leaman, Superintendent
Mary Boyle, Deputy Superintendent
Audrey Kilpatrick, Assistant Superintendent of Business & Facilities
Ryan Davis, Director of Human Services
Rosemary Knutson, Secretary to the Superintendent
Rey Cubias, Vice Principal
Michael Doherty, Principal
Heather Steer, Facilities Planner
Patty McAlpin, Lincoln News Messenger
Jillian Loya, LHS Student Representative

6:00 P.M. START

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

6:05 P.M.

2. **CLOSED SESSION** – Glen Edwards Middle School - Library

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

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

2.3 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

7:00 P.M.

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

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

No action taken

3.2 PERSONNEL
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

No action taken

3.3 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
Case No. SCV0032309, Western Placer Unified School District vs. City of Lincoln

No action taken

4. SPECIAL ORDER OF BUSINESS
School Being Featured: Glen Edwards Middle School

Mr. Leaman introduced Mr. Cubias, Vice Principal. He shared a power point on the intervention process. Mr. Cubias introduced Alejandra Medina who demonstrated the parent portal for the ELAC English Language Learners Advisory Committee. This has helped Spanish speaking families which help them gain access to Aeries and have the capability to stay on task with their children. Mr. Noonan introduced the Robotics and Broadcasting classes, and had them share information about the classes. Mr. Cubias reported on PBIS (Positive Behavior Intervention, and Support) he talked about the ability of tracking disciplinary issues, and what can be done to intervene and help the students be more productive.

5. CONSENT AGENDA
5.1 Approval of Meeting Minutes for:
- December 4, 2012 Regular Board of Trustee Meeting
- December 18, 2012 Annual Organizational Board of Trustee Meeting

5.2 Approval of Warrants
5.3 Classified Personnel Report

5.4 Certificated Personnel Report
5.5 Approve Williams Uniform Quarterly Complaint Report.
5.6 Approve Student Discipline/Stipulated Expulsion for Student's #12-13 M & O.
5.7 Ratification of Professional Services Authorization with LPA, Inc. for architectural work on reconstruction at Twelve Bridges Middle School due to Water Damage.
5.8 Report of Disclosure Requirements for Quarterly Reports of Investments.

Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 4-0 roll call vote to approve consent agenda as presented. Roll call vote: Haley, Long, Armitage, Wyatt

6. COMMUNICATION FROM THE PUBLIC

No communication from the public

7. REPORTS & COMMUNICATION

7.1 Lincoln High School, Student Advisory – Jillian Loya
- What a great presentation
- Student Speaker Contest through the Lincoln Lions Club
- Varsity basketball boys ranked number 11 right now.
- Schedule for next year is still being discussed
- Basketball homecoming is coming up
- Next week is spirit week
- Students are working really hard on scholarships

7.2 Western Placer Teacher's Association, Mike Agrippino will speak later on agenda item.
7.3 Western Placer Classified Employee Association, Mike Kimbrough had no report.
7.4 Superintendent - Scott Leaman
- Audrey Kilpatrick reported on the workshop she attended on the Governor's Proposed 2013-14 State Budget for California's Schools workshop. She handed out a brochure she received listing the Governors proposals, which included, increased funding; California tax revenues; and relying on personal income taxes through prop 30. A more detailed budget will be presented in February.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

•Western Placer Unified School District, as the sponsoring authority for Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review. Gilbert Associates, Inc., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2012.

Audrey Kilpatrick reported that the Horizon Charter School's audit report has been reviewed, and she will be working closely with HIS to help in areas that need change.

4.1.3

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

•The 2011-12 Unaudited Actuals were presented to the Board of Trustees in September. The firm of Crowe Horwath, LLP, has performed the required independent annual audit and submitted our audit report to the State Controller's Office by December 15 as required by law. The auditors will be present at the Board meeting to present highlights of the Audited Financial Statements.

Matt from Crowe Horwath reported on the annual 2011-12 audit report and the process used.

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

•At the start of the 2012-13 school year the District started an Express Bus that transported students in the Lincoln Crossings and Twelve Bridges areas to Lincoln High School. The Board had requested an update on ridership for this special route. Haley is in favor of keeping the bus in place, as well as Mr. Long. Mr. Leaman recommended we bring this back in June and review again.

Audrey Kilpatrick reported on the cost of the Express bus Ridership, she is currently working with Mark Derossett on advertising to increase ridership for this special route, and will work with the LHS to let students know the bus is available.

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

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

Mr. Leaman reviewed the spreadsheet explaining the headings and their meaning, and explained his process on how the district could least impact staff. He reviewed the items that need to be negotiated with the different groups. As we need to obtain a positive reserve of 3%. He expressed after today's meeting regarding the governor's proposed budget, we may be better off than we thought. There are many unknowns at this time. The district hopes to have more information from State Finance within two weeks.

Mike Agrippino shared its good to hear good news from Scott regarding the budget, will continue to monitor the state budget.

8.5 Action **COMPREHENSIVE SAFE SCHOOL PLANS – Boyle** *(12-13 G & O Component I, II, III, IV, V)*

•School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as

well as scheduling regular safety drills to practice responses to potential fire, lock-down and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at our sites.

Mrs. Boyle reported on the Comprehensive safe school plans, and talked about closed campuses, and has worked with LPD on safety during the day, and the need of access grounds. Drills are practiced annually at each site. Some being shelter in place, fire, and lockdown drills. The district is in the process of changing radios that will allow use access to all sites. Motion by Mr. Haley, seconded by Mr. Armitage, and passed by a 4-0 vote to approve Comprehensive Safe School Plans.

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

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

Mary Boyle showed a power point on Attendance and the DAWG Program, (District Attendance Work Group) which is made up of administrators, certificated, classified members across the district. The following were reviewed:

- Studies were done on ~ Student Costs, Personnel Costs, Revenues Costs, and Societal Costs
- Definitions – Satisfactory Attendance, Chronic Absence, WPUSD Attendance Rate
- Student/Societal Costs ~ Chronic K Absence, Poor 6th Grade Attendance, 9th Grade Attendance
- Personnel/Revenue Costs
- DAWG Recommendations ~ Inform parents, Implement "SAM", Implement SARB, Support Families, & Expand SARB Hearings
- RESULTS:
  - ~ Revenue Gains 2011/12 improvement of 5% attendance yielded increase of approximately $225,000 in revenue.
  - ~ Revenue Gains 2012/13 current projected ADDITIONAL improvement of 5% attendance is expected to yield an additional $225,000 in revenues.

Michael Doherty, PHS Principal/Hearing Officer spoke about the SAM (School Attendance Mediation) Program and also the SARB process. The SAM meetings are held once a month at Phoenix High School, which include administration, parents, students and Judge Nichols.

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

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

Heather Steer touched on middle school attendance boundaries, and past history of boundary changes. She reviewed the statistics in 2009 as well as current statistics. TBMS is almost at capacity and GEMS is at capacity. She presented boundary maps indicated numbers of students in particular areas. Boundary adjustments would give GEMS approximately 214 additional students over the next three school years. We currently have two bussing routs for students from CCC to TBMS. If no changes are made TBMS will be over capacity by next year. Another option is adjusting other boundaries, or adjusting Carlin C. Coppin to attend GEMS.

8.8 Action **ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS AND EXHIBITS – Leaman** *(12-13 G & O Component I, II, III, IV, V)*

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

- BP/AR 1240 Volunteer Assistance
- AR/E 4112.62/4212.62/4312.62 Maintenance of Criminal Offender Records
- BP/AR 4127/4227/4327 Temporary Athletic Team Coaches
- BP 4156.2/4256.2/4356.2 Awards and Recognition
- BP/AR 4157/4257/4357 Employee Safety
- BP 6111 School Calendar

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

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

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

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley had no report
Mr. Long reported the heat final came on

4.1.6

Mr. Damian had no report
Mrs. Wyatt thanked Mr. Cubias for the site presentation.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

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

11. ADJOURNMENT

There being no further business the meeting was adjourned at 8:58 p.m.

Kris Wyatt, Board President

Damian Armitage, Clerk

Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

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

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the January 15, 2013 board meeting.

RECOMMENDATION:

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

wp/rk/factsheetwarrants

Checks Dated 01/25/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85291298	01/25/2013	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85291299	01/25/2013	CITY OF LINCOLN	01-5540	4,356.37	
			01-5550	12,928.54	
			01-5570	2,532.30	19,817.21
85291300	01/25/2013	CITY OF LINCOLN / PG&E REIMB	01-5510		1,963.16
85291301	01/25/2013	PACIFIC GAS & ELECTRIC CO	01-5510		9,733.04
85291302	01/25/2013	Mary V. Boyle	01-4300	130.60	
			01-5200	20.00	150.60
85291303	01/25/2013	APPROVED SAFE & LOCK	21-5800		98.50
85291304	01/25/2013	BANK OF AMERICA #3819	01-4300		23.55
85291305	01/25/2013	CRUSADER FENCE CO. INC.	21-5600		6,647.00
85291306	01/25/2013	ECONOMIC & PLANNING SYS. INC.	49-5800		105.00
85291307	01/25/2013	GEARY PACIFIC SUPPLY	01-4300		237.31
85291308	01/25/2013	GOLD COUNTRY CLASSIFIED INC.	40-5800		88.96
85291309	01/25/2013	GRAINGER .	01-4300		244.67
85291310	01/25/2013	HOME DEPOT	01-4300		564.71
85291311	01/25/2013	J D PASQUETTI ENGINEERING INC	01-5600		18,722.28
85291312	01/25/2013	KRONICK MOSKOVITZ TIEDEMANN	01-5810	1,513.21	
			35-5810	524.45	2,037.66
85291313	01/25/2013	LOZANO SMITH ATTNYS AT LAW INC	25-5810		30,495.72
85291314	01/25/2013	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		783.01
85291315	01/25/2013	QUALITY SOUND SYSTEMS	40-5600		2,528.06
85291316	01/25/2013	QUALITY WINDOWS	21-5600		517.64
85291317	01/25/2013	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		145.78
85291318	01/25/2013	SAC VAL JANITORIAL SALES	01-4300		183.01
85291319	01/25/2013	SCHOOL SITE SOLUTIONS, INC.	35-5800		945.00
85291320	01/25/2013	SEEVERS JORDAN ZIEGENMEYER	35-5800		4,500.00
85291321	01/25/2013	SURVEILLANCE SYSTEM INT	21-5800		4,157.49
85291322	01/25/2013	THERAPY SHOPPE INC	01-4300	2,672.15	
			Unpaid Sales Tax	170.56-	2,501.59
85291323	01/25/2013	UNIVERSAL SPECIALTIES, INC.	01-4300		728.54
85291324	01/25/2013	WARREN LAND SURVEYING INC.	35-5800		20,000.00
85291325	01/25/2013	ZEP SALES & SERVICE	01-4300		37.25
85291326	01/25/2013	CROWN DISTRIBUTING INC.	13-4710		548.55
85291327	01/25/2013	ED JONES FOOD SERVICE	13-4710		3,979.52
85291328	01/25/2013	OLD TOWN PIZZA	13-4710		1,464.75
85291329	01/25/2013	ORIENTAL TRADING COMPANY INC	01-4300		213.70
85291330	01/25/2013	SARA LEE	13-4710		23.02
85291331	01/25/2013	STATE BOARD OF EQUALIZATION	01-4300		77.89
85291332	01/25/2013	Rosa E. Castro	12-4300		21.07
85291333	01/25/2013	John S. Kovach, Jr.	01-4300		10.74
85291334	01/25/2013	Jennifer D. Nelson	01-4300		137.84
85291335	01/25/2013	Susan R. Taxara	01-4300		45.00
85291336	01/25/2013	BANK OF AMERICA #3024	01-4300	1,080.46	
			01-5200	748.17	

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.

4.2.1

Checks Dated 01/25/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85291336	01/25/2013	BANK OF AMERICA #3024	01-5800	72.24	
			13-4365	309.00	2,209.87
85291337	01/25/2013	DATAWORKS EDUCATIONAL RESEARCH	01-5800		3,032.63
85291338	01/25/2013	DISCOVERY EDUCATION	01-5800		1,285.00
85291339	01/25/2013	FOLLETT EDUCATIONAL SERVICES	01-4100		115.89
85291340	01/25/2013	GATEWAY FUND RAISING SERVICE	01-4300		1,600.00
85291341	01/25/2013	LINGUI SYSTEMS INC	01-4300	77.16	
			Unpaid Sales Tax	5.21-	71.95
85291342	01/25/2013	MOUNTAIN MATH/LANGUAGE LLC	01-4300		151.90
85291343	01/25/2013	OFFICE DEPOT	01-4300		492.28
85291344	01/25/2013	POSTMASTER / FRE	01-4300		90.00
85291345	01/25/2013	POSTMASTER / FSS	01-4300		450.00
85291346	01/25/2013	RISO PRODUCTS OF SAC INC	01-4300		755.13
85291347	01/25/2013	SCHOLASTIC BOOK CLUBS	01-4300		45.77
85291348	01/25/2013	STAPLES ADVANTAGE	01-4300		3,064.47
85291349	01/25/2013	TEACHER DIRECT	01-4300	100.51	
			Unpaid Sales Tax	6.79-	93.72
85291350	01/25/2013	UNIVERSITY OF OREGON	01-4300		250.00
85291351	01/25/2013	VERIZON WIRELESS	01-4300		228.06
		Total Number of Checks	**54**		**149,633.49**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	38	72,862.32
12	Child Development Fund	1	21.07
13	Cafeteria Fund	5	6,324.84
21	Building Fund #1	4	11,420.63
25	Capital Facilities Fund	1	30,495.72
35	Schools Facilities (Prop 1A)	4	25,969.45
40	Spec Res For Capital Outlay	2	2,617.02
49	Mello Roos Capital Projects	1	105.00
	Total Number of Checks	**54**	149,816.05
	Less Unpaid Sales Tax Liability		182.56-
	Net (Check Amount)		**149,633.49**

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.

4.2.2

Checks Dated 01/23/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85290800	01/23/2013	Nancy L. Currey	01-5200		27.64
85290801	01/23/2013	Bonnie L. Pellow	01-5200		111.02
85290802	01/23/2013	Rhianon R. Zinzun	01-5200		16.65
85290803	01/23/2013	A-Z BUS SALES INC	01-4365		40.78
85290804	01/23/2013	ACSA ASSOC OF CALIF SCHOOL ADMINISTRATORS	01-5200		1,500.00
85290805	01/23/2013	AIRGAS	01-4300		22.32
85290806	01/23/2013	ALAN S BROOKS	40-5800		300.00
85290807	01/23/2013	APPLE INC.	01-4300		429.90
85290808	01/23/2013	APPROVED SAFE & LOCK	01-4300		74.06
85290809	01/23/2013	CALIFORNIA FINANCIAL SERVICES	01-5800		13,200.00
85290810	01/23/2013	CDE - CALIF DEPT OF EDUCATION	12-7439		13,000.00
85290811	01/23/2013	DAVID HALL	01-5800		582.97
85290812	01/23/2013	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		927.50
85290813	01/23/2013	DAWSON OIL COMPANY	01-4345		16,497.41
85290814	01/23/2013	ESS ENVIRONMENTAL	40-5800		340.00
85290815	01/23/2013	Flex-Plan Services, Inc.	01-5800		209.00
85290816	01/23/2013	FOLLETT LIBRARY RESOURCES	01-4300		852.64
85290817	01/23/2013	GRAINGER .	01-4300		59.83
85290818	01/23/2013	HOLT OF CALIFORNIA	01-4365		1,608.75
85290819	01/23/2013	INTEGRATED FIRE SYSTEMS INC	01-5600		562.94
85290820	01/23/2013	JABBERGYM INC.	01-5800		2,375.00
85290821	01/23/2013	JAMES FISHER EXCAVATING DBA - JAMES FISHER EXCAVATING	01-5800		3,438.10
85290822	01/23/2013	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		437.00
85290823	01/23/2013	LEARNING SOLUTIONS INC	01-5800		3,088.24
85290824	01/23/2013	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		875.00
85290825	01/23/2013	LYNDSEY DUERST	01-4300		766.84
85290826	01/23/2013	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		5,065.64
85290827	01/23/2013	MEDICAB OF SACRAMENTO/SIERRA	01-5800		384.00
85290828	01/23/2013	MEDICAL BILLING TECHNOLOGIES	01-5800		110.67
85290829	01/23/2013	MNJ TECHNOLOGIES DIRECT INC	01-4300		194.82
85290830	01/23/2013	MOBILE CONCEPTS, INC.	40-5600		21,624.00
85290831	01/23/2013	NETVAD INC	01-4300		368.20
85290832	01/23/2013	PINNACLE TELECOMMUNICATIONS	01-4400		1,245.16
85290833	01/23/2013	PLACER COUNTY SELPA	01-5200		1,125.00
85290834	01/23/2013	PLACER COUNTY	49-5800		29.44
85290835	01/23/2013	PLACER COUNTY CLERK-RECORDER ELECTIONS DIVISIONS	01-5813		750.00
85290836	01/23/2013	PLACER LEARNING CENTER	01-5800		22,031.22
85290837	01/23/2013	PLATT ELECTRIC SUPPLY, INC.	01-4300		455.38
85290838	01/23/2013	PLUMBMASTER INC.	01-4300		72.83
85290839	01/23/2013	RAY MORGAN CO. / CHICO	01-4300	559.48	
			01-5600	312.01	871.49

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

ESCAPE ONLINE

4.23

Checks Dated 01/23/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85290840	01/23/2013	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	997.47	
			01-7438	61.82	
			01-7439	381.18	1,440.47
85290841	01/23/2013	RSD - REFRIGERATION SUPPLIES	01-4300		883.92
85290842	01/23/2013	SAC VAL JANITORIAL SALES	01-4300		183.01
85290843	01/23/2013	SCHOOL INNOVATIONS & ADVOCACY INC.	01-5800		6,600.00
85290844	01/23/2013	SCHOOL SERVICES OF CA INC	01-4300		200.00
85290845	01/23/2013	SCHOOL SITE SOLUTIONS, INC.	21-5800		1,752.50
85290846	01/23/2013	SIERRA OFFICE SUPPLIES &	01-4300		356.05
85290847	01/23/2013	SOUND & SIGNAL INC.	01-5800		424.00
85290848	01/23/2013	THE PERSONNEL ADVISOR	01-5800		179.00
85290849	01/23/2013	THEODORE C. HRONES DBA - METRO SUPPLY	01-4300		292.66
85290850	01/23/2013	TOTAL EDUCATION SOLUTIONS	01-5800		786.25
85290851	01/23/2013	TRACY COSTA	01-4300		163.92
85290852	01/23/2013	UNIVERSAL SPECIALTIES, INC.	01-4300		289.09
85290853	01/23/2013	WESTERN BLUE AN NWN COMPANY	01-4300		3,030.54
85290854	01/23/2013	WILCO SUPPLY	01-4300		375.61
85290855	01/23/2013	WORKABILITY REGION 4, INC. CENTER HIGH SCHOOL - S.PACHECO	01-5200		100.00
85290856	01/23/2013	EMBASSY SUITE NAPA VALLEY	01-5200		167.68
		Total Number of Checks		**57**	**132,896.14**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	51	95,850.20
12	Child Development Fund	1	13,000.00
21	Building Fund #1	1	1,752.50
40	Spec Res For Capital Outlay	3	22,264.00
49	Mello Roos Capital Projects	1	29.44
	Total Number of Checks	**57**	132,896.14
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**132,896.14**

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.

4.2.4

Checks Dated 01/18/2013

Check Number	Check Date	Pay to the Order of		Fund Object	Expensed Amount	Check Amount
85290155	01/18/2013	MISSION UNIFORM SERVICE INC		01-4300	33.18	
				01-5800	987.00	1,020.18
85290156	01/18/2013	PACIFIC GAS & ELECTRIC CO		01-5510		81,268.65
85290157	01/18/2013	Cassandra A. Moore		01-4300		7.26
85290158	01/18/2013	Lauren M. Quinn		01-4300	150.40	
				01-5200	182.04	332.44
85290159	01/18/2013	"DANIELSEN COMPANY, THE"		13-4380	310.63	
				13-4710	3,171.91	3,482.54
85290160	01/18/2013	CROWN DISTRIBUTING INC.		13-4380		895.59
85290161	01/18/2013	D & P CREAMERY		13-4710		7,325.11
85290162	01/18/2013	ED JONES FOOD SERVICE		13-4710		4,908.57
85290163	01/18/2013	OLD TOWN PIZZA		13-4710		3,425.50
85290164	01/18/2013	PROPACIFIC FRESH		13-4710		301.65
85290165	01/18/2013	SARA LEE		13-4710		581.47
85290166	01/18/2013	SEVEN UP BOTTLING CO OF SF		13-4710		430.80
85290167	01/18/2013	SYSCO SACRAMENTO		13-4380	121.15	
				13-4710	806.36	927.51
85290168	01/18/2013	VENDMART OF SACRAMENTO		13-4710		354.36
85290169	01/18/2013	Christy L. Aday		01-4300		45.22
85290170	01/18/2013	Jennifer A. Chandler		01-4300		39.05
85290171	01/18/2013	Jennifer A. Clark		01-4300		45.00
85290172	01/18/2013	Jeffrey T. Dardis		13-4300	46.26	
				13-4710	28.83	
				13-5200	66.65	141.74
85290173	01/18/2013	Stephanie C. Maul		01-4300		32.15
85290174	01/18/2013	Jennifer L. Tarabochia		01-4300		14.49
85290175	01/18/2013	BLACK DOG GRAPHICS		01-4300		365.47
85290176	01/18/2013	BURKETT'S OFFICE		01-4300		61.35
85290177	01/18/2013	CALTRONICS BUSINESS SYSTEMS		01-5600		242.24
85290178	01/18/2013	CAMBIUM LEARNING GROUP		01-4300		865.19
85290179	01/18/2013	COASTAL ENTERPRISES		01-4300		800.64
85290180	01/18/2013	DINN BROS., INC.		01-4300	240.38	
				Unpaid Sales Tax	14.28-	226.10
85290181	01/18/2013	J.W. PEPPER & SON INC		01-4300		267.37
85290182	01/18/2013	LINCOLN HIGH SCHOOL		01-5800		196.00
85290183	01/18/2013	ORIENTAL TRADING COMPANY INC		01-4300	154.53	
				Unpaid Sales Tax	9.29-	145.24
85290184	01/18/2013	PERFECTION LEARNING		01-4300		108.16
85290185	01/18/2013	R & M REFRIGERATION		01-5600		230.25
85290186	01/18/2013	RAY MORGAN CO. / CHICO		01-5600		226.38
85290187	01/18/2013	ROSEVILLE THEATER ARTS ACADEMY		01-5800		605.00
85290188	01/18/2013	SCHOOL SPECIALTY INC		01-4300		63.16
85290189	01/18/2013	SHERIDAN SCHOOL		12-4300		12.95
85290190	01/18/2013	WESTERN BLUE	AN NWN COMPANY	01-4300		190.91
85290191	01/18/2013	WILLIAM A. SIDNEY BEBOPS	DBA - SAC TOWN	01-5600		40.00
85290192	01/18/2013	WOODWIND & BRASSWIND		01-4300		122.23

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

4.2.5

Checks Dated 01/18/2013						
Check Number	Check Date	Pay to the Order of	Fund Object		Expensed Amount	Check Amount
			Total Number of Checks	38		110,347.92

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	26	87,583.70
12	Child Development Fund	1	12.95
13	Cafeteria Fund	11	22,774.84
	Total Number of Checks	38	110,371.49
	Less Unpaid Sales Tax Liability		23.57-
	Net (Check Amount)		**110,347.92**

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 01/11/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85288864	01/11/2013	CITY OF LINCOLN	01-5540	4,356.37	
			01-5550	12,928.54	
			01-5570	2,881.21	20,166.12
85288865	01/11/2013	CITY OF LINCOLN / PG&E REIMB	01-5510		1,759.03
85288866	01/11/2013	PACIFIC GAS & ELECTRIC CO	01-5510		39,985.37
85288867	01/11/2013	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		334.13
85288868	01/11/2013	WAVE DIVISION HOLDINGS	01-5560		6,850.00
85288869	01/11/2013	"DANIELSEN COMPANY, THE"	13-4380	718.66	
			13-4710	6,807.04	
			Unpaid Sales Tax	1.89-	7,523.81
85288870	01/11/2013	BOOST CONFERENCE	01-5200		1,320.00
85288871	01/11/2013	CROWN DISTRIBUTING INC.	13-4380		607.54
85288872	01/11/2013	ED JONES FOOD SERVICE	13-4710		5,451.67
85288873	01/11/2013	MISSION UNIFORM SERVICE INC	13-4300		462.69
85288874	01/11/2013	OLD TOWN PIZZA	01-4300	305.32	
			13-4710	4,192.75	4,498.07
85288875	01/11/2013	PROPACIFIC FRESH	13-4710		750.55
85288876	01/11/2013	SAFEWAY INC	01-4300		116.75
85288877	01/11/2013	SARA LEE	13-4710		1,021.95
85288878	01/11/2013	SCHOOL SPECIALTY INC	01-4300		266.53
85288879	01/11/2013	SYSCO SACRAMENTO	13-4380	524.23	
			13-4710	1,899.25	2,423.48
85288880	01/11/2013	VENDMART OF SACRAMENTO	13-4710		750.48
85288881	01/11/2013	Rosa E. Castro	12-4300		79.79
85288882	01/11/2013	Cindy J. Hood	01-5200		24.42
85288883	01/11/2013	Rosemary Knutson	01-5200		16.65
85288884	01/11/2013	Karen C. Newman	01-4300		27.33
85288885	01/11/2013	Natasha D. Riedel	01-4300		42.89
85288886	01/11/2013	Karen A. Roberts	01-4300		3.99
85288887	01/11/2013	Scott L. Seacrist	01-4300		660.09
85288888	01/11/2013	Cynthia S. Snodgrass	01-4300		32.15
85288889	01/11/2013	Alicia Walle-Ayala	01-4300		88.97
85288890	01/11/2013	AIRGAS	01-4300		70.88
85288891	01/11/2013	ALLEN-DIESEL ENERGY INC.	01-5600	659.73	
			Unpaid Sales Tax	21.78-	637.95
85288892	01/11/2013	BANK OF AMERICA #3024	01-4300	225.45	
			01-4365	853.58	
			01-5800	1,010.00	2,089.03
85288893	01/11/2013	BLACK DOG GRAPHICS	01-4300		301.41
85288894	01/11/2013	CA READING & LITERATURE PROJECT	01-5200		280.00
85288895	01/11/2013	CALLIE BILLINGS	01-4300		961.03
85288896	01/11/2013	CALTRONICS BUSINESS SYSTEMS	01-5600		69.50
85288897	01/11/2013	DE LAGE LANDEN	01-5600		465.11
85288898	01/11/2013	DIRECT PRESS 2	01-4300		275.68
85288899	01/11/2013	DISCOUNT MAGAZINE SUB SERVICE	01-4300		164.65
85288900	01/11/2013	ERICS X PRESS	01-4300		343.26

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.

4.2.7

Checks Dated 01/11/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85288901	01/11/2013	FOLLETT LIBRARY RESOURCES	01-4300		600.26
85288902	01/11/2013	OFFICE DEPOT	01-4300		1,190.10
85288903	01/11/2013	ORIENTAL TRADING COMPANY INC	01-4300	434.93	
			Unpaid Sales Tax	27.71-	407.22
85288904	01/11/2013	PEARSON EDUCATION	01-4100		1,375.16
85288905	01/11/2013	POSTMASTER / LCE	01-4300		90.00
85288906	01/11/2013	POSTMASTER / TBMS	01-4300		450.00
85288907	01/11/2013	RAY MORGAN CO. / CHICO	01-4300	74.56	
			01-4400	565.21	
			01-5600	41.34	
			01-5800	741.68	1,422.79
85288908	01/11/2013	REALLY GOOD STUFF	01-4300	51.82	
			Unpaid Sales Tax	2.89-	48.93
85288909	01/11/2013	ROSEVILLE JOINT UHS DISTRICT	01-5800		550.00
85288910	01/11/2013	SCHOOL SPECIALTY INC	01-4300		204.63
85288911	01/11/2013	SMILE MAKERS	01-4300		333.68
85288912	01/11/2013	STAPLES ADVANTAGE	01-4300		2,083.24
85288913	01/11/2013	SURVEILLANCE SYSTEM INT	01-5800		627.95
85288914	01/11/2013	THE ACTIVE NETWORK INC	01-5800		1,990.00
85288915	01/11/2013	TOLEDO P.E. SUPPLY	01-4300	230.98	
			Unpaid Sales Tax	15.61-	215.37
85288916	01/11/2013	TROXELL COMMUNICATIONS	01-4300		4,294.29
85288917	01/11/2013	US BANK BUSINESS EQUIPMENT	01-5600		507.00
85288918	01/11/2013	VERIZON WIRELESS	01-4300		228.06
85288919	01/11/2013	WARD'S NATURAL SCIENCE	01-4300		112.61
85288920	01/11/2013	WESTERN BLUE AN NWN COMPANY	01-4300		182.32
85288921	01/11/2013	Shannon M. De Arkland	01-5200		33.30
85288922	01/11/2013	Reannon M. Haight	01-4300		16.74
85288923	01/11/2013	Tracey N. Lillie	01-5200	84.98	
			11-5200	32.52	117.50
85288924	01/11/2013	Melissa A. Ramirez	01-5800		50.00
85288925	01/11/2013	Nancyann M. Rowell	01-5200		250.86
85288926	01/11/2013	ADVANCED MULTIMEDIA DEVICES DBA AMDI	01-4300		279.00
85288927	01/11/2013	AIRGAS	01-4300		21.60
85288928	01/11/2013	BUREAU OF EDUCATION & RESEARCH	01-5200		675.00
85288929	01/11/2013	BUS WEST - FRESNO	01-4365		341.79
85288930	01/11/2013	CITRUS HEIGHTS SAW & MOWER	01-4365		283.25
85288931	01/11/2013	CROWE HORWATH LLP	01-5811		5,375.00
85288932	01/11/2013	DAVID W. GIRARD DBA GIRARD EDWARDS & HANCE	01-5810		563.50
85288933	01/11/2013	DECISIONINSITE LLC	25-5800		5,330.96
85288934	01/11/2013	DELTA EDUCATION INC	01-4100		665.25
85288935	01/11/2013	ESS ENVIRONMENTAL	21-5800	587.00	
			40-5600	710.79	
			40-5800	251.21	1,549.00
85288936	01/11/2013	FEDEX	01-5800		23.99
85288937	01/11/2013	GRAINGER .	01-4300		272.10

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 01/11/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85288938	01/11/2013	GUTIERREZ LAW GROUP	01-5810		5,458.00
85288939	01/11/2013	HANDWRITING WITHOUT TEARS	01-4100	2,626.51	
			Unpaid Sales Tax	162.34-	2,464.17
85288940	01/11/2013	HANKIN SPECIALTY EQUIPMENT INC	01-5800		1,350.00
85288941	01/11/2013	HOME DEPOT	01-4300	4,184.96	
			01-5830	44.56	4,229.52
85288942	01/11/2013	INTERNET SOFTWARE SCIENCES	01-5800		360.00
85288943	01/11/2013	J & J SCREEN & GLASS	01-5600		373.04
85288944	01/11/2013	JANE JOHNSON	01-5800		7,125.00
85288945	01/11/2013	KIMOCHIS PLUSHY FEELY CORP.	01-5800		2,100.00
85288946	01/11/2013	KRONICK MOSKOVITZ TIEDEMANN	01-5810	3,418.48	
			21-5810	931.00	4,349.48
85288947	01/11/2013	LAW OFFICE OF ELLIS COLEMAN	01-5810		1,167.50
85288948	01/11/2013	LEARNING SOLUTIONS INC	01-5800		4,358.63
85288949	01/11/2013	LINCOLN ACE HARDWARE/MAINT	01-4300		63.80
85288950	01/11/2013	LOZANO SMITH ATTNYS AT LAW INC	21-5810	570.00	
			25-5810	21,798.43	22,368.43
85288951	01/11/2013	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		16,751.64
85288952	01/11/2013	MCGRAW-HILL	01-4100		7,305.79
85288953	01/11/2013	MEDICAB OF SACRAMENTO/SIERRA	01-5800		1,280.00
85288954	01/11/2013	MEDICAL BILLING TECHNOLOGIES	01-5800		783.32
85288955	01/11/2013	PEARSON ASSESSMENTS ORDERING DEPARTMENT	01-4300		473.38
85288956	01/11/2013	PESI HEALTHCARE A COMPANY OF CMI EDUCATION INSTITUTE, INC.	01-5200		189.99
85288957	01/11/2013	PITNEY BOWES CREDIT CORP	01-5600		1,996.00
85288958	01/11/2013	PLACER COUNTY SELPA	01-5200		30.00
85288959	01/11/2013	PYRAMID EDUCATIONAL	01-4300	487.76	
			Unpaid Sales Tax	30.16-	457.60
85288960	01/11/2013	RAINFORTH GRAU ARCHITECTS	21-5800	2,043.75	
			35-5800	7,551.14	9,594.89
85288961	01/11/2013	RAY MORGAN CO. / CHICO	01-4300		51.05
85288962	01/11/2013	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600	3,582.08	
			01-7438	63.71	
			01-7439	379.29	4,025.08
85288963	01/11/2013	RIEBES AUTO PARTS	01-4365		545.59
85288964	01/11/2013	SAN JOAQUIN CO OFFICE OF EDUC	01-5300		778.75
85288965	01/11/2013	SASS/Mestmaker Insurance	01-5800		390.30
85288966	01/11/2013	SCHOOL INNOVATIONS & ADVOCACY INC.	01-5800		8,900.00
85288967	01/11/2013	SIERRA OFFICE SUPPLIES &	01-4300		25.16
85288968	01/11/2013	SIG EMPLOYEE BENEFITS TRUST	76-9554		589,947.20
85288969	01/11/2013	SIG SCHOOLS INSURANCE GROUP	01-5400		239,867.25
85288970	01/11/2013	STANLEY TAYLOR	21-5800		280.00
85288971	01/11/2013	STATE OF CALIFORNIA	01-5821		64.00
85288972	01/11/2013	TAG / AMS INC	01-5800		65.00
85288973	01/11/2013	TARGET BANK	01-4300		52.74

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 01/11/2013					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85288974	01/11/2013	UNIVERSAL SPECIALTIES, INC.	01-4300		1,025.40
85288975	01/11/2013	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85288976	01/11/2013	WALKER'S OFFICE SUPPLIES	01-4300		182.33
85288977	01/11/2013	WILCO SUPPLY	01-4300		141.43
85288978	01/11/2013	WILSON WAY TIRE CO. INC.	01-4360		1,077.88
		Total Number of Checks		**115**	**1,077,309.74**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	99	422,696.52
11	Adult Education Fund	1	32.52
12	Child Development Fund	1	79.79
13	Cafeteria Fund	9	23,186.81
21	Building Fund #1	5	4,411.75
25	Capital Facilities Fund	2	27,129.39
35	Schools Facilities (Prop 1A)	1	7,551.14
40	Spec Res For Capital Outlay	1	962.00
49	Mello Roos Capital Projects	1	1,575.00
76	Payroll Fund	1	589,947.20
	Total Number of Checks	**115**	1,077,572.12
	Less Unpaid Sales Tax Liability		262.38-
	Net (Check Amount)		**1,077,309.74**

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.

H, 2.10

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director, Human Services

ENCLOSURES:

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

A.3.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

February 5, 2013

CLASSIFIED/MANAGEMENT

RESIGNATIONS

1. **Name:** Patricia Archuleta
   Position: Paraprofessional Aide
   Site: Foskett Ranch Elementary
   Hours: 5.66 Hours/5 days a week
   Effective: 1/22/13

2. **Name:** Nicole Bartlett
   Position: Intervention Service Provider
   Site: Carlin C. Coppin Elementary
   Hours: 3 Hours/5 days a week
   Effective: 1/22/13
   Resigned to take long term substitute position at Carlin C. Coppin

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Ryan Davis
Director of Human Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
Categorical/General

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

PERSONNEL REPORT

February 5, 2013

CERTIFICATED/MANAGEMENT

NEW HIRE:

1. **Name:** Nicole Bartlett
   Position: TEMPORARY 2nd Grade Teacher
   FTE: 1.0
   Effective Date: January 22, 2013
   Site: Carlin C. Coppin Elementary

RESIGNATIONS:

1. **Name:** Lynn Kelso
   Position: Program Support Specialist/Interventions
   FTE: 1.0
   Effective Date: June 30, 2013
   Site: District Office

2. **Name:** Kerry Ruben
   Position: School Nurse
   FTE: 1.0
   Effective Date: January 14, 2013
   Site: District Office

3. **Name:** Jared Gonsalves
   Position: Math Teacher
   FTE: 1.0
   Effective Date: January 28, 2013
   Site: Twelve Bridges Middle

REQUEST FOR MATERNITY/CHILD REARING LEAVE:

1. **Name:** Mary Jane Masys
   Position: 8th Grade Language Arts Teacher
   FTE: 1.0
   Effective Date: May 6, 2013
   Site: Twelve Bridges Middle

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:
Approving State Preschool Contract/Amendment which includes Resolution 12/13.15

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Mary Boyle MB
Deputy Superintendent Educational Services

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
Yes

BACKGROUND:

WPUSD is in its second year of operating our State Preschool Programs. State Preschool Programs are located at The Little School House at First and L Streets, and at Carlin C. Coppin Elementary School. The State Preschool Programs are fully funded through California State Preschool Program grant funds.

Enclosed is the contract/amendment for State Preschool Services which includes a Resolution requested by the State for the 2012-13 school year.

RECOMMENDATION:

Approve State Preschool Contract/Amendment (Local Agreement for Child Development Services) and Resolution 12/13.15.

wp/rk/factform

RESOLUTION

12/13.15

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services **and to authorize the designated personnel to sign contract documents for Fiscal Year 2012-13.**

RESOLUTION

BE IT RESOLVED that the Governing Board of Western Placer Unified School District

authorizes entering into local agreement number/s GSPP-2351 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Mary Boyle	Deputy Superintendent	MBoyle
Audrey Kilpatrick	Assistant Superintendent	

PASSED AND ADOPTED THIS 5th day of February 2012-13, by the Governing Board of Western Placer Unified School District of Placer County, California.

I, Damian Armitage, Clerk of the Governing Board of Western Placer Unified School Dist. of Placer, County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a February 5, 2013 meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature) 2/5/13 (Date)

4.5.1

CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Attention: EXECUTIVE DIRECTORS,
CHILD DEVELOPMENT PROGRAMS

Subject: 2012–13 CHILD DEVELOPMENT CONTRACT/AMENDMENT

DO NOT REMOVE ANY PAGES STAPLED TO THE CONTRACT FACESHEET

1. X Submitted for your approval are two (2) copies of the 2012–13 contract/amendment. **The person signing this contract must be the Executive Director, Superintendent, or authorized designee.** If the authorized designee signs, please submit appropriate delegation to sign. **Please sign both copies, insert the title of the person signing and the current mailing address in the Contractor's signature box, and RETURN BOTH COPIES** of the contract/amendment to the Contracts Office. When final approval is obtained, an approved copy will be mailed to you.

   THE 2012–13 FUNDING TERMS AND CONDITIONS (FT&C's) are available on the Internet at: http://www.cde.ca.gov/fg/aa/cd/.

2. ___ CCC-307, Contractor Certification Clauses

3. X Please attach two (2) copies (with at least one set of original signatures) of a resolution by the local governing body, which approves the contract and names the official who is authorized to sign it on their behalf (a sample for your use is attached.) County Superintendents of Schools who find exception with the resolution requirement should contact Bettina Wong 916–445–3844 or e-mail to bwong@cde.ca.gov.

4. ___ **PLEASE COMPLETE ITEM 3.B, ENTITLED, "PLACE OF PERFORMANCE," SIGN AND RETURN THE ENCLOSED Federal Certification Form CO.8 (Rev. 5/07)** which includes the Drug-Free Workplace, Lobbying, Debarment, Suspension Certification.

5. ___ Enclosed for your records is one fully executed copy of the contract.

Sincerely,

Doris Morris

Doris Morris, Staff Services Manager I
Personnel Services Division
Contracts, Purchasing and Conference Services
916–322–3050

DM:bw
Enclosures

PLEASE RETURN ALL COPIES TO:
California Department of Education
ATTENTION: Contracts, Purchasing and Conferencing Services
1430 N Street, Suite 1802
Sacramento, CA 95814–5901
Bettina Wong

4.5.2

2nd Set

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 12 - 13

Amendment 01

DATE: July 01, 2012

CONTRACT NUMBER: CSPP-2351
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 31-6695-00-2

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES
DECREASE/FT&C CHANGE

CONTRACTOR'S NAME: WESTERN PLACER UNIFIED SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2012 designated as number CSPP-2351, shall be amended in the following particulars but no others:

The 2012-13 Funding Terms and Conditions (FT&C) shall be amended in accordance with the attached 2012-13 amended FT&C Language (Attachment A) which by this reference is incorporated herein.

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to $207,123.00 and inserting $206,335.00 in place thereof.

The Maximim Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be $32.84. (No change)

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be amended by deleting reference to 6,307.0 and inserting 6,283.0 in place thereof.

Minimum Days of Operation (MDO) shall be 178. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE) Mary Boyle
PRINTED NAME OF PERSON SIGNING: Margie Burke, Manager	PRINTED NAME AND TITLE OF PERSON SIGNING: Mary Boyle Deputy Supt.
TITLE: Contracts, Purchasing & Conference Services	ADDRESS: WPUSD 600 6th St. Suite 400 Lincoln CA 95648

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ -788	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: General	Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 207,123	(OPTIONAL USE) 0656 23038-6695			
TOTAL AMOUNT ENCUMBERED TO DATE: $ 206,335	ITEM 30.10.010. 6110-196-0001	CHAPTER 21	STATUTE 2012	FISCAL YEAR 2012-2013
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6105 Rev-8590			
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.			T.B.A. NO.	B.R. NO.
SIGNATURE OF ACCOUNTING OFFICER			DATE	

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CA DEPARTMENT OF EDUCATION
CHILD CARE AND DEVELOPMENT
July 2012

Attachment A

2012–13 LANGUAGE CHANGES TO THE FUNDING TERMS AND CONDITIONS (FT&C)

These changes apply to the FT&C for the following contract type: **CSPP**

Note: The page numbers cited may be a few pages off.

- Amend the Program tile by deleting "Part-Day and Full-Day" from the Program description as follows:

CALIFORNIA STATE PRESCHOOL
~~**Part-Day and Full-Day**~~

New program title: California State Preschool (CSPP)

- Revise the "Table of Contents" by removing the Prekindergarten and Family Literacy Program Component Contract Requirements section:

~~**PREKINDERGARTEN AND FAMILY LITERACY PROGRAM COMPONENT CONTRACT REQUIREMENTS**~~

~~I. TRADTIONAL PREKINDERGARTEN AND FAMILY LITERACY REQUIREMENTS..... 13~~

~~A. Eligibility and Need Criteria..... 74~~
~~B. Program Location..... 74~~
~~C. Literacy program..... 75~~
~~D. Staff Development..... 75~~
~~E. Parent Education..... 75~~
~~F. Program Coordinator..... 75~~

~~II. CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS~~

~~A. Program location..... 75~~
~~B. Family Literacy Services..... 75~~

- Amend Section I., DEFINITIONS as follows (p.5 & 6)

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"**CSPP eligible four-year-old children**" means children who will have their fourth birthday on or before ~~December~~ November 1 of the fiscal year in which they are enrolled in a California state preschool program.

"**CSPP eligible three-year-old children**" means children who will have their third birthday on or before ~~December~~ November 1 of the fiscal year in which they are enrolled in a California state preschool program.

"**Family child care home education network**" means an entity organized under law that contracts with the Department pursuant to *EC* Section 8245 to make payments to licensed family child care home providers and to provide education and support services to those providers and to children and families eligible for state-subsidized child care and development services. A family child care home education network may also be referred to as a family child care home system.

- Delete Section II.A.3, GENERAL PROVISIONS, Notification of Address Change as follows (page 14):

~~For proposed site changes for Prekindergarten and Family Literacy Part and Full Day programs, a request must be submitted to the CDD and shall include:~~

~~a. The name and address of the current program location;~~

~~b. The name and address of the proposed program location;~~

~~c. Verification that the proposed program location is within the attendance area of an elementary school with a decile ranking of 1 to 3, inclusive, based on the 2005 base Academic Performance Index; and~~

~~d. The site license for the proposed program location.~~

~~Approval shall be granted upon receipt of documentation confirming that the proposed program location meets the statutory requirements as specified in *EC* Section 8238.4(a)(2).~~

~~The CDD shall approve or deny the request within thirty (30) calendar days of receipt of the request.~~

- Amend Section I.A, STATE PRESCHOOL PROGRAM, Operational Requirements as follows (page 42)

I. OPERATIONAL REQUIREMENTS (*EC* 8235(d) and (f))

The California state preschool program (CSPP) ~~consists of part-day, part-year services; or full-day, full-year services. At their discretion, CSPP contractors have the option of operating a combination of both~~ shall operate as follows: or

A. Part-day, ~~part-year California state preschool~~ services that shall be available at least three hours and less than 3 hours and 59 minutes each day, for at least 175 days per year, unless the contract indicates a lower number of days. Services shall include age-

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appropriate, planned, educational activities throughout each program day that address all developmental domains contained in CDE's Desired Results Development Profiles and shall not include a scheduled nap period. The families of children enrolled for part-day services shall establish eligibility pursuant to Section II.A and B below.

B. Full-day~~, full-year California state preschool~~ services that shall be available for families that establish a need beyond the part-day services. Full-day services shall be available for at least 246 days per year, unless the contract indicates a lower number of days, and the number of hours necessary to meet the child care and development needs of the families being served. Services must include age-appropriate, planned, educational activities throughout each program day that address all developmental domains contained in CDE's Desired Results Developmental Profiles. The families of children enrolled for full-day services shall establish eligibility and need pursuant to Section II.A, II.B, and II.C below.

The contractor may commingle children enrolled to receive full-day services with children enrolled to receive part-day services, provided that the operational requirements of both program components, as described in I.A and I.B above, are met. Days and hours of operation for commingled services shall be configured, to the extent feasible, to meet the needs of families. Contractors operating a combination of both the part-day and full-day services must permit children to move between full-day and part-day services based on the certified need of their families. ~~In those cases where a family's certified need changes and the contractor operates only a full-day program, the contractor is required to ensure that the provisions of EC Section EC 8263(c) regarding continuity of care are applied.~~ Contractors providing California state preschool program part-day services may only enroll children for one part-day period per day of enrollment.

- Amend Section II.A, ELIGIBILITY AND NEED CRITERIA AND DOCUMENTATION, General Requirements as follows (page 42):

A. General Requirements (*EC* 8201(a), *EC* 8263(a)(1) and *5CCR* 18107)

To receive California state preschool program services, children shall be three or four years old as defined in the Definitions section above.

To receive California state preschool programs services, families shall meet the eligibility criteria as specified in Section II.B below. Families receiving full-day~~, full-year~~ services pursuant to I.B above, shall meet both the eligibility and need criteria as specified in sections II.B and II.C below.

In addition to meeting eligibility and/or need requirements, to be eligible for services the child must live in the State of California while services are being received. Evidence of a street address or post office address in California will be sufficient to establish residency. A person identified as homeless pursuant to Section I, Definition of "Homeless" is exempted from

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this requirement and shall submit a declaration of intent to reside in California.

The governing board of a school district, community college district, or a county superintendent of schools may accommodate children residing outside the district boundaries in accordance with *EC* 8322(a). The determination of eligibility shall be without regard to the immigration status of the child or the child's parent(s) unless the child or the child's parent(s) is under a final order of deportation from the United States Department of Homeland Security.

- Amend Section II.B, ELIGIBILITY AND NEED CRITERIA AND DOCUMENTATION, Eligibility Criteria as follows (page 43):

B. Eligibility Criteria (*EC* 8235(c) and 8263(a)(1))

Eligibility shall be established by 1, 2, 3, or 4 below:

1. Family is a cash aid recipient
2. Family is income eligible
3. Family is homeless
4. Family has a child who is at risk of abuse, neglect, or exploitation, or receiving child protective services through the county welfare department

Contractors providing part-day~~, part-year~~ services pursuant to I.A above:

1. Shall establish a family's eligibility once at the beginning of the program year or when initially enrolled.
2. May enroll children whose family's income is no more than 15 percent above the income eligibility threshold, as described in EC 8263 and 8263.1:
   a. After all eligible children are enrolled pursuant to admission priorities described in section IV below, and
   b. No more than 10 percent of children enrolled, calculated throughout the participating program's entire contract, are filled with children in families that are above the income eligibility threshold.

- Amend Section II.C, ELIGIBILITY AND NEED CRITERIA AND DOCUMENTATION, Need Criteria as follows (page 44):

C. Need Criteria (*EC* 8261, 8263(a)(2), 8265 and *5CCR* 18085.5(b))

For full-day~~, full-year~~ services, need shall be established by 1or 2 below:

1. Child protective services or at risk of abuse, neglect, or exploitation as defined in the Definitions Section
2. The parent(s) and any other adult counted in the family size are any of the following:

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a. Employed

b. Seeking employment

c. Participating in vocational training leading directly to a recognized trade, paraprofession, or profession

d. Homeless and seeking permanent housing for family stability

e. Incapacitated

3. Full-day~~, full-year~~ services shall only be available to the extent to which:

a. The parent meets a need criterion as specified in Section II.C.2 above that precludes the provision of care and supervision of the family's child for some of the day;

b. There is no parent in the family capable of providing care for the family's child during the time services are requested; and

c. Supervision of the family's child is not otherwise being provided by school or another person or entity.

D. Certification of Eligibility and/or Need (*EC* 8237, 8261, 8261.5, 8263, 8269, *5CCR* 18081, 18094, 18095, and 18102)

The contractor shall designate the staff person authorized to certify eligibility and need. Prior to initial enrollment and at the time of update or recertification, an authorized representative of the contractor shall:

1. Certify each family's/child's eligibility and/or need for child care and development services after reviewing the completed application (as described in Section II.F below) and documentation contained in the family data file.

2. Issue a Notice of Action, Application for Services as described in Section XI.A below or a Notice of Action, Recipient of Services as described in Section XI.B below.

Families eligible for full-day~~, full-year~~ services shall:

1. At the time of certification and recertification, be informed of their responsibility to notify the contractor, within five (5) calendar days, of any changes in family income, family size, or need for California state preschool program services at the time of certification and recertification,

2. Be informed that subsequent to enrollment, a child remains eligible for the portion of the day that is less than four hours and provides age-appropriate, planned, educational activities that address all developmental domains contained in CDE's Desired Results Development Profiles, and does not include a scheduled nap period, for the remainder of the program year.

When a child's residence alternates between the homes of separated or divorced parents, eligibility, need and fees should be determined separately for each household in which the child is residing during the time

child development services are needed (i.e., separate certifications and service agreements). For example, a child may be certified during part of the week and full cost the rest of the week.

- Amend Section II.G., ELIGIBILITY AND NEED CRITERIA AND DOCUMENTATION, Documentation and Determination of Family Size (page 46)

G. Documentation and Determination of Family Size (*EC* 8250, 8261, 8263 and *5CCR* 18100)

1. The information provided in II.F.1 and II.F.2 above shall be used to determine family size. The parent shall provide supporting documentation regarding the number of children and parents in the family.

   a. The number of children shall be documented by providing one of the following documents, as applicable:

      1. Birth certificates;
      2. Court orders regarding child custody;
      3. Adoption documents;
      4. Records of Foster Care placements;
      5. School or medical records;
      6. County welfare department records; or
      7. Other reliable documentation indicating the relationship of the child to the parent.

   b. When only one parent has signed the application and the information provided pursuant to Section II.G.1.a above indicates the child(ren) in the family has another parent whose name does not appear on the application, then the presence or absence of that parent shall be documented by providing any one of the following documents, as applicable:

      1. Records of marriage, divorce, domestic partnership or legal separation;
      2. Court-ordered child custody arrangements;
      3. Evidence that the parent signing the application is receiving child support payments from that person, has filed for child support with the appropriate local agency, or has executed documents with that agency declining to file for child support;
      4. Rental receipts or agreements, contracts, utility bills or other documents for the residence of the family indicating that the parent is the responsible party; or
      5. Any other documentation, excluding a self-declaration except as provided in Section II.G.1.c below, to

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confirm the presence or absence of a parent of a child in the family.

c. If, due to the recent departure of a parent from the family, the remaining applicant parent cannot provide any documentation pursuant to Section II.G.1.b above, the applicant parent may submit a self-declaration signed under penalty of perjury explaining the absence of that parent from the family. Within six months of applying or reporting this change in family size, the parent must provide documentation pursuant to Section II.G.1.b above.

2. If the information provided by the parent is insufficient, the contractor shall request any additional documentation necessary from Section II.G.1.a above to verify the family composition and family size.

3. For income eligibility and family fee purposes, when a child and his or her siblings are living in a family that does not include their biological or adoptive parent, only the child and related siblings shall be counted to determine family size. In these cases, the adult(s) must meet a need criterion as specified in Section II.C above to receive full-day~~, full-year~~ services pursuant to I.B above.

- Amend Section II.U, ELIGIBILITY AND NEED CRITERIA AND DOCUMENTATION, Updating the Application (page 58)

U. Updating the Application (*EC* 8261, 8263 and *5CCR* 18103(b))

Contractors providing full-day~~, full-year~~ services, shall update the family's application to document continued need and eligibility and to determine any change to fee assessment, if applicable, as follows:

1. For migrant and other seasonally employed families, the application shall be updated within thirty (30) days whenever there is a change in family size or need if need is based on training or incapacity of the parent.

2. For all other families, the application shall be updated within thirty (30) calendar days whenever there is a change in family income, family size, or need for services.

A child receiving California state preschool full-day~~, full-year~~ services remains eligible for part-day~~, part-year~~ services, regardless of continued need and/or eligibility.

The requirement for updating the files does not apply to families receiving services because the child is receiving child protective services or at risk of abuse, neglect or exploitation.

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- Amend Section II.V, ELIGIBILITY AND NEED CRITERIA AND DOCUMENTATION, Recertification (page 59):

V. Recertification (*EC* 8261, 8263(b)(1)(B) and (C)

After initial certification and enrollment, the contractor shall verify need and eligibility and recertify each family/child receiving services as follows:

1. Families receiving full-day~~, full-year~~ services because the eligible child is at risk of abuse, neglect or exploitation are limited to receiving child care and development services for up to three (3) months. The family can continue to receive child care and development services based on any of the following reasons:
   a. The child is receiving protective services and child care and development services are part of the case plan
   b. The family meets other need and eligibility criteria pursuant to Section II.B and II.C above
2. Families receiving full-day~~, full-year~~ services because the eligible child is receiving child protective services shall be recertified at least every twelve (12) months. Recertification must be completed prior to the date identified on the child protective services referral as the duration of care. Families may continue to receive full-day~~, full-year~~ services for child protective services children as needed, if the county welfare department, child welfare services worker certifies that the family continues to receive child protective services and that child care and development services are part of the case plan or if the family meets other need and eligibility criteria pursuant to Section II.B and II.C above.
3. Families receiving full-day~~, full-year~~ services shall be recertified at least once each contract period and at intervals not to exceed twelve (12) months. Eligible children in families that do not meet eligibility and/or need for full-day~~, full-year~~ services in a California state preschool program may continue to receive part-day~~, part-year depending on the availability of such~~ services.

- Amend Section IV.E. ADMISSION PRIORITIES (page 60):

E. **For part-day~~, part-year~~ service only**, CSPP eligible four-year-old children from over income families shall be admitted before CSPP eligible three-year-old children from over income families, up to the percentage allowed pursuant to EC 8235(c) or 8238.4(a)(1), whichever is applicable

Housing and Community Development Child Care and Development Programs: If the face sheet of this agreement specifies an amount for Housing and Community Development, expanded services shall be provided in accordance with the following priorities.

First priority for child care and development program services shall be given to residents with CSPP age eligible children occupying assisted units (as defined in California *Code of Regulations*, Title 25, Housing and Community Development, Section 8111 and identified in the Family

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Housing Demonstration Program Regulatory Agreement) within the housing development who meet eligibility and need requirements specified in sections II.A, II.B and II.C above. Within this priority, the families with the lowest income ranking shall be admitted first. If more than one family meets this criterion, the family that has a child with exceptional needs shall be admitted first. If none of the families has a child with exceptional needs, the family that has been on the waiting list for the longest time shall be admitted first.

Second priority for child care and development program services will be given to other residents of the housing development not residing in assisted units who need child care and met the nee and eligibility requirements specified in sections II.A, II.B, and II.C above. Within the second priority, families with the lowest per capita income shall be admitted first.

Third priority for child care and development program services will be given to families residing outside of the housing development. Within this priority, the families with the lowest per capita income shall be admitted first.

Families whose children are receiving child protective services or families whose children are at risk of being neglected, abused, or exploited do not have priority in Housing and Community Development child care and development programs.

In accordance with *EC* Section 8263(b)(3), the CDE may grant a waiver to the priorities specified above in order for the contractor to serve specific populations. Requests may not include waiver of the fee schedule or admission of ineligible families. Waiver requests shall be submitted to the CDD and approved prior to implementation.

- Amend Section V.B, POLICIES AND PROCEDURES as follows (page 61):

V. POLICIES AND PROCEDURES

B. ~~Centralized Eligibility~~ Waiting List (~~CEL~~) and Displacement (*EC* 8227(e), 8261, 8263 and *5CCR* 18106)

Contractors shall ~~participate in and use the county centralized eligibility list~~ shall maintain a current waiting list in accordance with admission priorities. Contractors may satisfy this requirement by participating in a county child care centralized eligibility list. When filling vacancies, contractors shall contact applicants in order of priority from the waiting list ~~CEL~~; walk-in families may be considered ~~and merged with the CEL~~ in priority order. Families shall be enrolled in accordance with admission priorities above.

~~A contractor operating a campus child care and development program pursuant to EC Section 66060, may utilize a waiting list developed at its local site to fill vacancies of its specific population in accordance with admission priorities. Child care and development program contractors described in thesis paragraph~~

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~~shall refer parents seeking subsidized child care for whom the program is not able to provide child care and development services to the centralized eligibility list administrator~~.

If it is necessary to displace families, families shall be displaced in reverse order of admission priorities.

C. Head Start Collaborative Full-Day Programs (*5CCR* 18131.1)

When ~~collaborative full-day services are provided with CSPP funding and when~~ the CSPP contractor is also a Head Start grantee or delegate agency or has a signed collaboration agreement with a Head Start grantee or delegate agency, the contractor shall:

1. Search ~~the county centralized eligibility list (CEL)~~ their waiting list for eligible children whose family income is at or below the ~~had~~ Head Start income guidelines, who need full-day services, and, if the information is included in the waiting list ~~the CEL~~, the Head Start enrollment priorities:
2. Give first priority for services to eligible children based on IV.B above;
3. Give second priority for services to children drawn from the waiting list ~~CEL~~ search and other eligible children from families with incomes not to exceed the exceptions specified in *5CCR* Section 18133, who meet Head Start enrollment priorities, as these children shall be deemed as meeting the priorities specified in IV.B above.

- Amend Section II.A, FEE SCHEDULE, Fee Assessment (page 62):

II. FEE SCHEDULE (*EC* 8263, *5CCR* 18108 and 18109)

A. Fee Assessment

Contractors shall use a fee schedule prepared and issued by the CDD. The contractor shall utilize the following factors in determining the fee to be assessed and collected for each family:

1. The adjusted monthly family income
2. Family size
3. Based on the total number of hours for each day of the child's certified schedule as follows:

~~a. No fee for any day the child is certified for less than 4 hours~~.

~~b.~~ a. Part-time fee for each day the child is certified for ~~four hours to~~ less than 6.5 hours.

~~c.~~ b Full-time fee for each day the child is certified for 6.5 hours or more.

If the family has more than one child in any child care and development program, the fee shall be assessed and collected

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based on the child who is enrolled for the longest period (most hours). The fee assessed and collected shall be either the fee indicated on the fee schedule, the actual costs of services or the contract maximum daily rate, whichever is least. No adjustment shall be made for excused or unexcused absences. The fee shall be the full portion of the family's cost for services. If the parent(s) works on a fluctuating schedule, the fee may be estimated and adjusted the following month.

The contractor shall maintain a record of each family's fee assessment, the effective date(s) of each fee increase or decrease, the dates and amounts of fees collected and any amounts which are delinquent. The contractor shall provide the family a copy of and explain to the parent(s) the contractor's policies regarding fee assessment and collection and the possible consequences for delinquent payment of fees.

For child protective services and at risk children, that do not have a fee exemption as specified in section VI.B below, in families whose total countable income is over seventy percent (70%) of the state median income, based on the family fee schedule, the family will pay the amount of fees assessed to a family whose total countable income is seventy percent (70%) of the state median income.

B. Exclusions from Fee Assessment (*EC* 8250, 8263(g)(1), 8447(g) and *5CCR* 18110)

No fees shall be collected from families:

1. With an income level that, in relation to family size, is less than the first entry in the fee schedule~~.~~ ,or
2. In which any individual counted in the family size is receiving CalWORKs cash aid~~, or~~
3. ~~Whose child is receiving part-day/part-year services pursuant to *EC* 8235(d) in a California state preschool program~~.

Families receiving services because the child is at risk of abuse, neglect, or exploitation, may be exempt from paying fees for up to three (3) months if the referral prepared by a legally qualified professional from a legal, medical, or social services agency, or emergency shelter specifies that it is necessary to exempt the family from paying a fee.

Families receiving services because the child is receiving protective services may be exempt from paying fees for up to twelve (12) months if the referral prepared by the county welfare department, child welfare services worker specifies that it is necessary to exempt the family from paying a fee.

The cumulative period of time of fee exemption for families receiving services because the child is at risk of abuse, neglect, or

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exploitation or for families receiving child care services because the child is receiving protective services shall not exceed twelve (12) months.

- Amend Section X., MINIMUM HOURS AND DAYS OF OPERATION as follows (page 66):

X. MINIMUM HOURS AND DAYS OF OPERATION (*EC* 8235(d) and (f))

Contractors providing part-day~~, part-year California state preschool~~ services shall operate a minimum of 3 hours per day for a minimum of 175 days per year, unless the child development contract specifies a lower minimum days of operation.

Contractor providing a full-day~~, full-year California state preschool~~ services shall operate the number of hours needed to meet the child care needs of the families for a minimum of 246 days per year, unless the child development contract specifies a lower minimum days of operation.

- Amend Section XI.A, DUE PROCESS REQUIREMENTS as follows (page 66):

XI. DUE PROCESS REQUIREMENTS

A Notice of Action, Application for Services; Notice of Approval or Denial (*EC* 8237, 8261, 8263, *5CCR* 18094 and 18118)

The contractor's decision to approve or deny services shall be communicated to the applicant by mailing or delivering a written statement referred to as a Notice of Action, Application for Services within thirty (30) calendar days from the date the application is signed by the parent(s).

The Notice of Action, Application for Services shall include:

1. The applicant's name and address
2. The contractor's name and address
3. The name and telephone number of the contractor's authorized representative who made the decision
4. The date of the notice. For families being certified to receive part-day~~, part-year~~ services pursuant to I.A above, the NOA may be issued up to one hundred twenty (120) calendar days prior to the first day of the beginning of the new program year.
5. The method of distribution of the notice

If services are approved, the notice shall also contain:

1. Basis of eligibility
2. Daily/hourly fee, if applicable
3. Duration of the eligibility
4. Names of children approved to receive services
5. Hours of service approved for each day

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If the services are denied, the notice shall contain:

1. The basis of denial
2. Instructions for the parent(s) on how to request a hearing if they do not agree with the contractor's decision in accordance with procedures specified in sections XI.D and XI.E below

- Delete the entire Section, PREKINDERGARTEN AND FAMILY LITERACY PROGRAM COMPONENT CONTRACT REQUIREMENTS, Fiscal Year 2012-13 as follows:

~~PREKINDERGARTEN AND FAMILY LITERACY PROGRAM COMPONENT CONTRACT REQUIREMENTS~~

~~Fiscal Year 2012-13~~

~~Contractors receiving funding to operate a Pre-Kindergarten and Family Literacy Program shall operate its program in adherence to one of the following requirements:~~

I. ~~TRADITIONAL PRE-KINDERGARTEN AND FAMILIY LITERACY REQUIREMENTS~~

~~Notwithstanding any provisions in funding terms and conditions to the contrary, contractors shall adhere to the following requirements:~~

A. ~~Eligibility and Need Criteria (*EC* 8238.4)~~

1. ~~Children must be four (4) years old on or before December 2 of the fiscal year they are enrolled in the program and may only participate for one year.~~
2. ~~A family shall establish eligibility only once at when initially enrolled. The child shall continue to receive services for the entire program year regardless of changes in the family's eligibility status.~~
3. ~~For full-day, full-year services, a family must establish a need for care beyond the three hours and less than 3 hours and 59 minutes part-day portion of the day. Need shall be established only once at the time of initial enrollment.~~
4. ~~If the number of contracted slots exceeds the number of eligible children, the contractor may enroll children in families above the income eligibility threshold. However, no more than twenty percent (20%) of contracted slots calculated throughout the participating program's entire contract, may be filled with children in families that are above the income eligibility threshold.~~

B. ~~Program Location~~

1. ~~Programs shall be located in the attendance area of elementary schools in deciles 1 to 3, based on 2005 Academic Performance Index (API) pursuant to *EC* 52056.~~
2. ~~For proposed site changes contractors shall submit a request to the~~

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CDD that includes:

a. The name and address of the current program location;

b. The name and address of the proposed program location;

c. Verification that the proposed program location is within the attendance area of an elementary school with a decile ranking of 1 to 3, inclusive, based on the 2005 base Academic Performance Index; and

d. The site license for the proposed program location.

Approval shall be granted upon receipt of documentation confirming that the proposed program location meets the statutory requirements as specified in *EC* 8238.4(a)(2). The CDD shall approve or deny the request within thirty (30) calendar days of receipt of the request.

C. Literacy Program (*EC* 8238)

Each program shall include, but not be limited to, the following:

1. Age and developmentally appropriate activities for children in participating classrooms that are designed to facilitate their transition to kindergarten

2. Opportunities for parents and legal guardians to participate in interactive literacy activities that facilitate the acquisition of prereading skills by their children

D. Staff Development (*EC* 8238.3)

Each contractor shall provide staff development for teachers in participating classrooms that includes, but is not limited to, all of the following:

1. Development of a pedagogical knowledge including, but not limited to, improved instructional strategies

2. Knowledge and application of developmentally appropriate assessments of the pre-reading skills of children in participating classrooms

3. Information on working with families, including the use of on site coaching, for guided practice in interactive literacy activities

E. Parent Education (*EC* 8238.1)

Each contractor shall coordinate the provision of all of the following:

1. Parenting education to support the development by their children of literacy skills. Parenting education shall include, but not be limited to, instruction in all of the following:

a. Providing support for the education growth and success of their children.

b. Improving the parent-school communications and parental

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understanding of school structures and expectations

c. Becoming active partners with teachers in the education of their children

2. Referrals, as necessary, to providers of instruction in adult education and English as a second language in order to improve the academic skills of parents and legal guardians of children in participating classrooms.

F. Program Coordinator (*EC* 8238.2)

A Local Educational Agency or a participating program on behalf of one or more prekindergarten and family literacy programs, may select a family literacy and education coordinator to facilitate delivery of family literacy, staff development, and instructional material selection. A program coordinator's duties may include the following:

1. Develop a system to coordinate the provision of literacy services to families at the local education agency and community level

2. Create an organizational partnership between each program provider and an adult education program operated by a local educational agency or other community provider, as needed

3. Promote parental involvement in participating classrooms

II. CALIFORNIA STATE PRESCHOOL PROGRAM REQUIREMENTS

Notwithstanding any provisions in funding terms and conditions to the contrary, contractors operating as a California state preschool program shall adhere to the following requirements:

A. Program Location (*EC* 8238.4)

1. Programs shall be located in the attendance area of elementary schools in deciles 1 to 3, based on 2005 Academic Performance Index (API) pursuant to *EC* 52056.

2. For proposed site changes contractors shall submit a request to the CDD that includes:

a. The name and address of the current program location;

b. The name and address of the proposed program location;

c. Verification that the proposed program location is within the attendance area of an elementary school with a decile ranking of 1 to 3, inclusive, based on the 2005 base Academic Performance Index; and

d. The site license for the proposed program location.

3. Approval shall be granted upon receipt of documentation confirming that the proposed program location meets the statutory requirements as specified in *EC* 8238.4(a)(2). The CDD shall approve or deny the request within thirty (30) calendar days of

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receipt of the request.

B. Family Literacy Services (*EC* 8238)

1. Literacy Program

Each program shall include, but not be limited to, the following:

a. Age and developmentally appropriate activities for children in participating classrooms that are designed to facilitate their transition to kindergarten

b. Opportunities for parents and legal guardians to participate in interactive literacy activities that facilitate the acquisition of pre-reading skills by their children

2. Staff Development (*EC* 8238.3)

Each contractor shall provide staff development for teachers in participating classrooms that includes, but is not limited to, all of the following:

a. Development of a pedagogical knowledge including, but not limited to, improved instructional strategies

b. Knowledge and application of developmentally appropriate assessments of the pre-reading skills of children in participating classrooms

c. Information on working with families, including the use of on site coaching, for guided practice in interactive literacy activities

3. Parent Education (*EC* 8238.1)

Each contractor shall coordinate the provision of all of the following:

a. Parenting education to support the development by their children of literacy skills. Parenting education shall include, but not be limited to, instruction in all of the following:

1. Providing support for the education growth and success of their children.

2. Improving the parent-school communications and parental understanding of school structures and expectations

3. Becoming active partners with teachers in the education of their children

b. Referrals, as necessary, to providers of instruction in adult education and English as a second language in order to improve the academic skills of parents and legal guardians of children in participating classrooms.

4. Program Coordinator (*EC* 8238.2)

4.5.19

~~A Local Educational Agency or a participating program on behalf of one or more prekindergarten and family literacy programs, may select a family literacy and education coordinator to facilitate delivery of family literacy, staff development, and instructional material selection. A program coordinator's duties may include the following:~~

~~a. Develop a system to coordinate the provision of literacy services to families at the local education agency and community level~~

~~b. Create an organizational partnership between each program provider and an adult education program operated by a local educational agency or other community provider, as needed~~

~~c. Promote parental involvement in participating classrooms~~

4.5.20

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:

Agreement for Audit Services with
Crowe Horwath, LLP

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent, Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

February 5, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

Per Education Code 41020, each year the governing board of each local education agency shall provide for an audit of the books and accounts including an audit of income and expenditures by source of funds. The district has contracted with Crowe Horwath, LLP, to provide the audit of the district's financial statements for the years ended June 30, 2013, 2014 and 2015.

The District has contracted with Crowe Horwath for the last four years at a fixed fee of $53,750 per year. The annual contract amount has been reduced by $2,000 (3.72%) to a fixed fee not to exceed $51,750 annually for three years. This fee also includes all out-of-pocket expenses. There will be a total savings of $6,000 over three years for this contract.

RECOMMENDATION:

Administration recommends that the Board ratify the agreement between Crowe Horwath, LLP, and Western Placer Unified School District.

4.6

Crowe Horwath LLP
Independent Member Crowe Horwath International
400 Capitol Mall, Suite 1200
Sacramento, California 95814-4434
Tel 916.441.1000
Fax 916.441.1110
www.crowehorwath.com

January 9, 2013

Ms. Audrey Kilpatrick
Assistant Superintendent
Western Placer Unified School District
600 6th Street, 4th Floor
Lincoln, CA 95648

Dear Ms. Kilpatrick:

This letter confirms the arrangements for Crowe Horwath LLP ("Crowe" or "us" or "we" or "our") to provide the professional services discussed in this letter to Western Placer Unified School District ("the District" or "you" or "your") for the years ending June 30, 2013, 2014 and 2015. The attached Crowe Engagement Terms is an integral part of this letter, and its terms are incorporated herein.

AUDIT SERVICES

Our Responsibilities

We will audit the financial statements of the governmental activities, the business-type activities (if applicable), the aggregate discretely presented component units (if applicable), each major fund and the aggregate remaining fund information, which collectively comprise the basic financial statements of the District for the period(s) indicated. Also, the document we submit to you will include the following additional information that will be subjected to the auditing procedures applied in our audit of the financial statements:

1. District Organization
2. Schedule of Average Daily Attendance
3. Schedule of Instructional Time
4. Schedule of Expenditures of Federal Awards
5. Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements
6. Schedule of Financial Trends and Analysis
7. Schedule of Charter Schools

The document will also include the following additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements, and for which our auditor's report will disclaim an opinion:

1. Required Supplementary Information – Management's Discussion and Analysis
2. Required Supplementary Information – Budgetary Comparison Schedule
3. Required Supplementary Information – Other Postemployment Benefits

4.6.1

The objective of the audit is the expression of an opinion on the financial statements. We will plan and perform the audit in accordance with auditing standards generally accepted in the United States of America, the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996, and the provisions of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the *Standards and Procedures for Audits of California K-12 Local Educational Agencies*, prescribed by the State of California. Those standards require that we obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement whether caused by error or fraud, to report on the Schedule of Expenditures of Federal Awards, and on your compliance with laws and regulations and on its internal controls as required for a single audit. Because of inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with applicable standards. An audit is not designed to detect error or fraud that is immaterial to the financial statements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment including the assessment of the risks that the financial statements could be misstated by an amount we believe would influence the financial statement users. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In making our risk assessments, we consider internal control relevant to the preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate in writing to those charged with governance and management concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. Our engagement is not designed to address legal or regulatory matters, which matters should be discussed by you with your legal counsel.

We expect to issue a written report upon completion of our audit of the financial statements. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis of matter or other matter paragraph, or withdraw from the engagement.

In addition to our report on the financial statements, we plan to report on:

- Compliance with State Laws and Regulations
- The Schedule of Expenditures of Federal Awards
- Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an
- Audit of Financial Statements Performed in Accordance With Government Auditing Standards
- Compliance With Requirements That Could Have a Direct and Material Effect on Each Major
- Program and on Internal Control Over Compliance in Accordance With OMB Circular A-133

We will also perform tests of controls including testing underlying transactions, as required by OMB Circular A-133, to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of your major federal awards programs. We will determine major programs in accordance with OMB Circular A-133. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed. We will inform you of any deficiencies or other matters involving internal control, if any, as required by OMB Circular A-133.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will also perform tests of your compliance with applicable laws, regulations, contracts and grants. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcations, may exist and not be detected by us. However, the objective of our audit of compliance relative to the financial statements will not be to provide an opinion on overall compliance with such provisions, and we will not express such an opinion. We will advise you, however, of any matters of that nature that come to our attention, unless they are clearly inconsequential.

OMB Circular A-133 requires that we plan and perform the audit to obtain reasonable assurance about whether you have complied with certain provisions of laws, regulations, contracts and grants. Our procedures will consist of the applicable procedures described in the OMB Circular A-133 Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of your major programs. The purpose of our audit will be to express an opinion on your compliance with requirements applicable to major Federal award programs.

Our audit and work product are intended for the benefit and use of the District only. The audit will not be planned or conducted in contemplation of reliance by any other party or with respect to any specific transaction and is not intended to benefit or influence any other party. Therefore, items of possible interest to a third party may not be specifically addressed or matters may exist that could be assessed differently by a third party. Our reports on internal control and compliance will each include a statement that the report is intended for the information and use of the Board of Trustees / Board of Education, management, the California Department of Education, the State Controller's Office and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

The working papers for this engagement are the property of Crowe and constitute confidential information. However, we may be requested to make certain workpapers available to your oversight agency or grantors pursuant to authority given to them by law, regulation, or contract. If requested, access to such workpapers will be provided under the supervision of our personnel. Furthermore, upon request, we may provide photocopies of selected workpapers to your oversight agency or grantors. The workpapers for this engagement will be retained for a minimum of three years after the date our report is issued or for any additional period requested by the oversight agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the workpapers.

Crowe does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by government or regulatory agencies.

Government Auditing Standards require that we provide you with a copy of our most recent peer review report, which accompanies this letter along with the related letter of comment and response thereto.

The District's Responsibilities

The District's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America. Management is also responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error or fraud. The District's management is also responsible for complying with applicable laws, regulations, contracts and grants and such responsibility extends to identifying the requirements and designing internal control policies and procedures to provide reasonable assurance that compliance is achieved. Additionally, as required by OMB Circular A-133, it is management's

responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings, which should be available for our review, and a corrective action plan. Management has the responsibility to adopt sound accounting policies, maintain an adequate and efficient accounting system, safeguard assets, and design and implement programs and controls to prevent and detect fraud. Management's judgments are typically based on its knowledge and experience about past and current events and its expected courses of action. Management's responsibility for financial reporting includes establishing a process to prepare the accounting estimates included in the financial statements.

Management is responsible for providing to us, on a timely basis, all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters. Management is also responsible for providing such other additional information we may request for the purpose of the audit, and unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.

Management is responsible for adjusting the financial statements to correct material misstatements related to accounts or disclosures. As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including that the effects of any uncorrected misstatements aggregated by us during the audit are immaterial, both individually and in the aggregate, to the financial statements and to its compliance with the requirements of its Federal programs. Because of the importance of management's representations to an effective audit, you agree to release Crowe and its personnel from any liability and costs relating to our services under this letter attributable to any misrepresentations by management.

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will also provide copies of our reports to the State Controller's Office, the California Department of Education and your County Office of Education. However, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of thirty days after receipt of the auditor's reports or nine months after the end of the audit period.

FEES

Our fees, including of out-of-pocket expenses, will not exceed $51,750 for 2013, $51,750 for 2014 and $51,750 for 2015. Our invoices are due and payable upon receipt. If any amounts invoiced remain unpaid 30 days after the invoice date, you agree that Crowe may, in its sole discretion, cease work until all such amounts are paid or terminate this engagement.

In accordance with the requirements of Education Code Section 14505, the District will not be required to pay the final 10% of this amount until the current year audit report has been accepted by the State Controller's Office.

Circumstances may arise under which we must perform additional work and, thus, require additional billings for our services. Examples of such circumstances include, but are not limited to:

- Changing audit requirements
- New professional standards or regulatory requirements
- New financial statement disclosures
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements

4.6.4

- Erroneous or incomplete accounting records
- New or unusual transactions
- Failure of your staff to prepare information in a timely manner
- Numerous revisions to your information
- Lack of availability of appropriate District personnel during audit fieldwork.

Additionally, to accommodate requests to reschedule audit fieldwork without reasonable notice, additional billings for our services could be required, and our assigned staffing and ability to meet agreed-upon deadlines could be impacted.

Our fee assumes that we will be provided with auditable financial statements for all funds at year end, that all bank accounts and investment accounts will be reconciled through the end of the year being audited to the trial balances, that interfund and transfer accounts will balance, that subsidiary ledgers will reconcile to the general ledger, that beginning fund equity amounts will be reconciled to prior year audited ending fund equity and that the District will have recorded full-accrual entries to the District's accounts in order to prepare government-wide financial statements in accordance with GASB Statement No. 34. We assume that the District will cooperate with our requests for information such as explanations of account activity.

Additionally, we assume the District will provide a copy of the capital assets ledger including current year additions and dispositions and depreciation by functional expense. We assume that requested records such as invoices, contracts, grant agreements and supporting documentation will be located and provided to us. We also assume the Entity will prepare confirmation letters, the Introductory Section, the MD&A section and the Statistical section of the report.

Our fee does not include implementation of any other future accounting or auditing pronouncements and/or government requirements that may change, thus, the scope or amount of auditing necessary to complete our engagements may increase beyond what is currently anticipated. Should such events occur, we would present you with our estimate of any possible increase prior to beginning our audit for the given year. An equitable adjustment in the proposed fee will be negotiated if the cost of time required for performance of the audit service is increased or decreased pursuant to a change in scope of the audit requested by the District or required by State or Federal regulations.

* * * * *

This engagement letter and the attached Crowe Engagement Terms reflect the entire agreement between us relating to the services covered by this letter. The headings included in this letter are to assist in ease of reading only; the letter and attachment are to be construed as a single document, with the provisions of each section applicable throughout. This agreement may not be amended or varied except by a written document signed by both parties. It replaces and supersedes any other proposals, correspondence, agreements and understandings, whether written or oral, relating to the services covered by this letter. The agreements of the District and Crowe contained in this engagement letter shall survive the completion or termination of this engagement. If any term hereof is found unenforceable or invalid, this shall not affect the other terms hereof, all of which shall continue in effect as if the stricken term had not been included. This agreement shall be interpreted and construed under, and governed by the internal laws of the State of Illinois, without regard for choice of law principles.

4.6.5

If the terms of this letter and the attached Crowe Engagement Terms are acceptable to you, please sign and date below and return a copy of this letter at your earliest convenience. If you have any questions, please contact Matthew Nethaway at (916) 441-1000.

Very truly yours,

Crowe Horwath LLP

By: Matthew Nethaway

Crowe Horwath LLP and the Engagement Authorized Signer above are licensed by the California Board of Accountancy.

I have reviewed the arrangements outlined above and in the attached Crowe Engagement Terms, and I accept on behalf of the District the terms and conditions as stated.

Western Placer Unified School District

Signature: _____

Printed Name: Scott Leaman

Title: Superintendent

Date: 2/6/13

4.6.6

Crowe Engagement Terms

We want you to understand the basis under which we offer our services to you and determine our fees, as well as to clarify the relationship and responsibilities between your organization and ours. These terms are part of our engagement letter and apply to all future services, unless a specific engagement letter is entered into for those services. We specifically note that no advice we may provide should be construed to be investment advice.

YOUR ASSISTANCE - For us to provide our services effectively and efficiently, you agree to provide us timely with the information we request and to make your employees available for our questions. You will also provide our personnel with access to the Internet (if available). The availability of your personnel and the timetable for their assistance are key elements in the successful completion of our services and in the determination of our fees. Completion of our work depends on appropriate and timely cooperation from your personnel; complete, accurate, and timely responses to our inquiries; and timely communication by you of all significant accounting and financial reporting matters of which you are aware. If for any reason this does not occur, a revised fee to reflect the additional time or resources required by us will be mutually agreed upon, and you agree to hold us harmless against all matters that arise in whole or in part from any resulting delay.

If circumstances arise that, in our professional judgment, prevent us from completing this engagement, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue other work product or withdrawing from the engagement.

THIRD PARTY PROVIDER - We may use a third-party service provider in providing professional services to you which may require our sharing your confidential information with the provider. If we use a third-party service provider, we will enter into a confidentiality agreement with the provider to require them to maintain the confidentiality of your confidential information. The terms of our engagement letter and these engagement terms shall apply to any third party provider.

CONFIDENTIALITY - We will maintain the confidentiality of your confidential information in accordance with professional standards. You agree not to disclose any confidential material you obtain from us without our prior written consent, except to the extent such disclosure is an agreed objective of this engagement. Your use of our work product shall be limited to its stated purpose and to your business use only. We retain the right to use the ideas, concepts, techniques, industry data, and know-how we use or develop in the course of the engagement. You agree to the use of fax, email, and voicemail to communicate both sensitive and non-sensitive matters; provided, however, that nonpublic personal information regarding your customers or consumers shall not be communicated by unencrypted email.

CHANGES - We may periodically communicate changes in laws, rules, or regulations to you. However, you have not engaged us to and we do not undertake an obligation to advise you of changes in laws, rules, regulations, industry or market conditions, your own business practices, or other circumstances, except to the extent required by professional standards.

PUBLICATION - You agree to obtain our specific permission before using our report or our firm's name in a published document, and you agree to submit to us copies of such documents to obtain our permission before they are filed or published.

NO PUNITIVE OR CONSEQUENTIAL DAMAGES - Any liability of Crowe to you shall not include any special, indirect, consequential, incidental, punitive, or exemplary damages or loss nor any lost profits, savings, or business opportunity.

LIMIT OF LIABILITY - The provisions of this section establishing a limit of liability will not apply if, as determined in a judicial proceeding, we performed our services with gross negligence or willful misconduct. Our engagement with you is not intended to shift risks normally borne by you to us. With respect to any services or work product or this engagement in general, the liability of Crowe and its personnel shall not exceed the fees we receive for the portion of the work giving rise to liability. A claim for a return of fees paid shall be the exclusive remedy for any damages. This limitation of liability is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted. This limitation of liability shall also apply after termination of this agreement.

4.6.7

INDEMNIFICATION FOR THIRD-PARTY CLAIMS - The provisions of this section for indemnification will not apply if, as determined in a judicial proceeding, we performed our services with gross negligence or with willful misconduct. Our engagement with you is not intended to shift risks normally borne by you to us. In the event of a legal proceeding or other claim brought against us by a third party, you agree to indemnify and hold harmless Crowe and its personnel against all costs, fees, expenses, damages, and liabilities, including defense costs and legal fees, associated with such third-party claim arising from or relating to any services or work product that you use or disclose to others or this engagement generally. This indemnification is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted. This indemnification shall also apply after termination of this agreement.

NO TRANSFER OR ASSIGNMENT OF CLAIMS - No claim against Crowe, or any recovery from or against Crowe, may be sold, assigned or otherwise transferred, in whole or in part.

TIME LIMIT ON CLAIMS - In no event shall any action against you or Crowe, arising from or relating to this engagement letter or the services provided by Crowe relating to this engagement, be brought after the earlier of 1) two (2) years after the date on which occurred the act or omission alleged to have been the cause of the injury alleged; or 2) the expiration of the applicable statute of limitations or repose.

RESPONSE TO LEGAL PROCESS - If we are requested by subpoena, other legal process, or other proceedings to produce documents pertaining to you and we are not a named party to the proceeding, you will reimburse us for our professional time, plus out-of-pocket expenses, as well as reasonable attorney fees we incur in responding to such request.

MEDIATION - If a dispute arises, in whole or in part, out of or related to this engagement, or after the date of this agreement, between you or any of your affiliates or principals, and Crowe, and if the dispute cannot be settled through negotiation, you and Crowe agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its mediation rules for professional accounting and related services disputes before resorting to litigation or any other dispute-resolution procedure. The results of mediation shall be binding only upon agreement of each party to be bound. Costs of any mediation shall be shared equally by both parties.

JURY TRIAL WAIVER - FOR DISPUTES LITIGATED IN ANY FORUM OTHER THAN CALIFORNIA STATE COURT - For all matters not brought in California state court, the parties agree to waive a trial by jury to facilitate judicial resolution and to save time and expense. Each party agrees that it has had the opportunity to have its legal counsel review this waiver. This waiver is irrevocable, may not be modified either orally or in writing, and shall apply to any subsequent amendments, renewals, or modifications to this Agreement. In the event of litigation, this Agreement may be filed as written consent to a trial by court.

FOR DISPUTES LITIGATED IN CALIFORNIA STATE COURT - Following mediation, all claims, causes of action or other disputes concerning this engagement (each a "Claim"), including questions of law or fact relating thereto, shall upon either party's request be determined by judicial reference pursuant to the California Code of Civil Procedure ("Reference"). The parties shall select a single neutral referee, who shall be an attorney who is also a certified public accountant. In the event that the parties cannot agree upon a referee, the referee shall be appointed by the court, but such referee shall be an attorney who is also a certified public accountant. The referee shall report a statement of decision to the court. Nothing in this paragraph shall limit the right of any party at any time to cease work or otherwise exercise or obtain self-help or provisional remedies. The parties shall bear the fees and expenses of the referee equally. The referee shall also determine all issues relating to the applicability, interpretation, and enforceability of this paragraph. The parties acknowledge and agree that the Claims will not be adjudicated by a jury.

LEGAL AND REGULATORY CHANGE - The scope of services and the fees for the services covered by the accompanying letter are based on current laws and regulations. If changes in laws or regulations change your requirements or the scope of our work, you and we agree that our fees will be modified to a mutually agreed-upon amount to reflect the changed level of our effort.

CONSENT TO HIRE - You and we acknowledge the importance of retaining key personnel. Accordingly, both parties agree that during the period of this agreement and for one year after its expiration or termination, neither party will solicit any personnel of the other party for employment without the written consent of the other party.

4.6.8

AFFILIATES - Crowe Horwath LLP ("Crowe") is an independent member of Crowe Horwath International, a Swiss verein. Each member firm of Crowe Horwath International is a separate and independent legal entity. Crowe and its affiliates are not responsible or liable for any acts or omissions of Crowe Horwath International or any other member of Crowe Horwath International and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe Horwath International or any other member of Crowe Horwath International. Crowe Horwath International does not render any professional services and does not have an ownership or partnership interest in Crowe. Crowe Horwath International and its other member firms are not responsible or liable for any acts or omissions of Crowe and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe.

NOTIFICATION OF NON-LICENSEE OWNERSHIP - Crowe Horwath LLP ("the Firm") and certain owners of the Firm are licensed by the California State Board of Accountancy. However, the Firm has owners not licensed by the California State Board of Accountancy who may provide client services under this agreement. If you have any questions regarding licensure of the personnel performing services under this engagement, please do not hesitate to contact us.

4.6.9

MOSS-ADAMS LLP
Certified Public Accountants | Business Consultants

System Review Report

To the Partners of Crowe Horwath LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Crowe Horwath LLP (the firm) applicable to non SEC issuers in effect for the year ended June 30, 2010. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under the *Government Auditing Standards*, audits of employee benefit plans, and audits performed under FDICIA.

In our opinion, the system of quality control for the accounting and auditing practice of Crowe Horwath LLP applicable to non SEC issuers in effect for the year ended June 30, 2010, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Crowe Horwath LLP has received a peer review rating of *pass*.

Moss Adams LLP

November 5, 2010

Praxity
MEMBER
GLOBAL ALLIANCE OF INDEPENDENT FIRMS

4.6.10

AICPA Peer Review Program
Administered by the
National Peer Review Committee

December 17, 2010

Charles Allen, CPA
Crowe Horwath LLP
One Mid America Pl Ste 700
Oakbrook Terrace, IL 60181

Dear Mr. Allen:

It is my pleasure to notify you that on December 9, 2010, the National Peer Review Committee accepted the report on the most recent system peer review of your firm. The due date for your next review is December 31, 2013. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Sincerely,

Betty Jo Charles

Betty Jo Charles
Chair—National PRC

cc: Jeff Brown, CPA

Firm Number: 10014904 Review Number: 311547

4.6.11

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Ratification of Agreement for Services with Padre Associates, Inc. for Geological and Environmental Hazards Report for land at Twelve Bridges High School site.

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Facilities Restricted Funding
Funds 21,25,35,49

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Under the Board of Trustee direction to pursue the possibility of land purchase from Sierra Joint Community College District, located at the Twelve Bridges High School site, staff has been engaging in precautionary actions in order to secure a preliminary site approval from the California Department of Education. Part of the requirements to request this type of site approval is to have an updated Geologic and Environmental Hazards Report in order to identify and suggest mitigations for any possible hazards on the site.

RECOMMENDATION:

Boards of Trustees ratify agreement for services with Padre Associates, Inc.

padre
associates, inc.
ENGINEERS, GEOLOGISTS & ENVIRONMENTAL SCIENTISTS

January 14, 2013
Proposal Number: 1301-0060

Ms. Heather Steer
Western Placer Unified School District
600 6th Street, Suite 400
Lincoln, CA 95648-1825

Subject: Proposal for Completing a Geologic and Environmental Hazards Report for a 19.9 acre site located in Lincoln, Placer County, California

Dear Ms Steer:

Padre Associates, Inc. (Padre) appreciates the opportunity to provide Western Placer Unified School District with this proposal for completing a Geologic and Environmental Hazards Report for a 19.9 acre site, located in the city of Lincoln, Placer County, California (Project Site).

This proposal is based on the school site selection requirements of the California Department of Education (CDE). The proposed scope of services is presented below, followed by a cost summary.

SCOPE OF SERVICES

GEOLOGIC AND ENVIRONMENTAL HAZARDS REPORT

Task 1 - Review Available Geologic Data

Padre will compile and review selected, available geological data for the Project Site and surrounding area that could be useful for the proposed study. We will attempt to obtain the following geological data, which will provide the geological context for the proposed study:

- Fault evaluation reports prepared by the California Division of Mines and Geology (CDMG) for the Project Site;
- Geologic maps prepared for the region by the CDMG, and the U.S. Geological Survey;
- Historical Aerial Photography;
- Groundwater data;
- Flood Hazard and Dam Inundation maps for the region of the Project Site; and
- Historical seismicity for the region of the Project Site.

4.7.1

Task 2 - Geologic Hazards Evaluation

Padre will perform a geologic hazards evaluation for the Project Site in accordance with California Code of Regulations, Title 24, and with CDMG Note 48. Padre will render an opinion on the potential for the following geohazards to affect the Project Site:

- Surface rupture due to faulting, including an assessment of whether the property is located within an Alquist-Priolo Special Studies Zone;
- Liquefaction potential and mitigations;
- Ground subsidence and seismically-induced settlement;
- Landsliding and slope stability;
- Flooding and dam inundation;
- Tsunamis and seiches; and
- Volcanic eruption hazards.

Task 3 - Environmental Hazards Evaluation (Title 5 CDE Checklist)

Padre will perform an environmental hazards evaluation of the Project Site that will identify the presence of:

- High voltage power transmission lines located within 500 feet of the Project Site and transformers of Cell Towers on or near the Project site;
- Railroad tracks located within 1,500 feet of the Project Site;
- Earthquake faults or traces on or near the site; and identify if the Project Site is located in an Alquist-Priolo Special Studies Zone;
- Flood hazard and dam inundation;
- Water/fuel storage tanks on or near the Project Site;
- High pressure natural gas and/or liquid petroleum pipelines located within 1,500 feet of the Project Site;
- High volume water pipelines and/or aqueducts on or near the Project Site;
- Traffic Corridor (freeway or other busy traffic corridor) located within 500 feet of the Project Site;
- Facilities that might reasonably be anticipated to emit hazardous air emissions or hazardous materials handlers within a ¼-mile of the Project Site; and
- Airports located within 2-nautical miles of the Project Site.

Task 4 - Report Preparation

Padre will prepare and submit a report summarizing the results of our findings, which will present our interpretations and recommendations as they pertain to the geologic/environmental hazards evaluation. Both bound copies and an electronic copy of the report will be provided to interested parties.

SCHEDULE

Padre is prepared to begin work on all proposed environmental services within one week of receiving authorization. The Geological and Environmental Hazards Report is estimated to be completed within four weeks from project initiation

COST SUMMARY

The scope of services detailed herein will be performed on a fixed fee basis in accordance with Padre's Professional Services Agreement and General Conditions for a cost of $3,500. A cost summary is outlined below:

Geologic and Environmental Hazards Report

Task 1 - Review Available Geologic Data	$	550
Task 2 - Geologic Hazards Evaluation	$	750
Task 3 - Environmental Hazards Evaluation	$	950
Task 4 - Report Preparation	$	1,250
Cost:	$	3,500

Padre appreciates the opportunity to provide environmental consulting services to Western Placer Unified School District. If you have any questions or require additional information, please contact the undersigned at (916) 857-1601, Ext. 24.

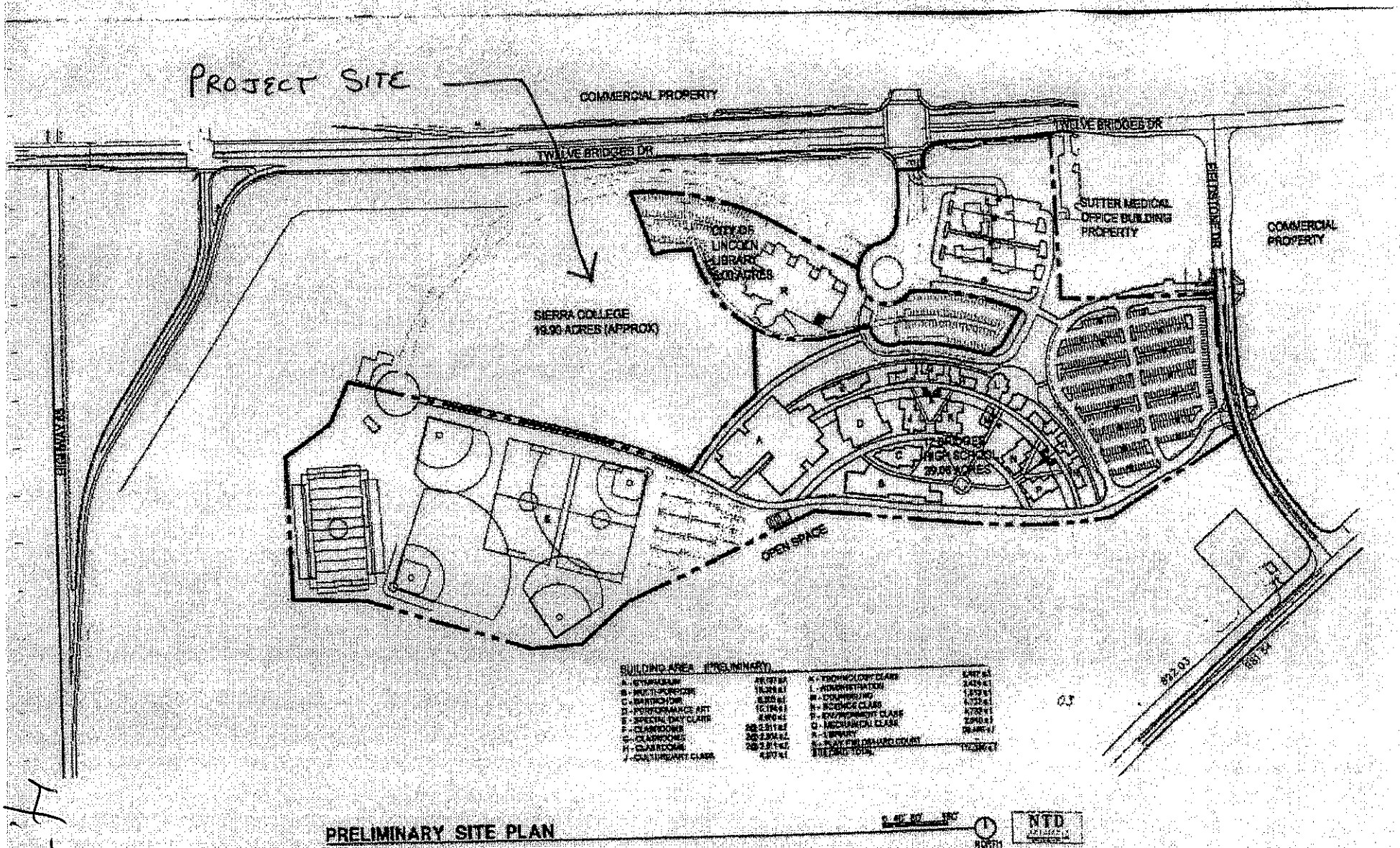
Sincerely,

PADRE ASSOCIATES, INC.

Alan J. Klein, CPESC, CEM
Senior Environmental Scientist

ATTACHMENTS: Site Map
Professional Services Agreement and General Conditions
2011 Fee Schedule

Cc: Mr. Jim Bush, President, School Site Solutions, Inc.



PRELIMINARY SITE PLAN

4 of 4

PROFESSIONAL SERVICES AGREEMENT

This AGREEMENT is made by and between **PADRE ASSOCIATES, INC.** (CONSULTANT), and **WESTERN PLACER UNIFIED SCHOOL DISTRICT** (CLIENT). This AGREEMENT is subject to the GENERAL CONDITIONS, printed on the second page, along with any other attachments specifically referenced herein.

Date:	January 14, 2013	Project No:	1301-0060
Client:	Western Placer Unified School District	Contact:	Ms. Heather Steer
Address:	600 6th Street, Ste 400. Lincoln, CA. 95901	Phone:	(916) 645-5100
Padre Contact:	Alan Klein	Phone:	(916) 857-1601 x24

Project Title: 19.9 acre site

Scope of Services:	☒	Geologic and Environmental Hazards Report
Compensation:	☒	$3,500.
Terms and Conditions:	☒	Attached

The TERMS AND CONDITIONS of this AGREEMENT are accepted by:

CLIENT:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BY: Heather Steer

1-14-13

Date:

CONSULTANT:

PADRE ASSOCIATES, INC.

BY: Alan J. Klein

Date: January 14, 2013

4.7.5

GENERAL CONDITIONS

1. PAYMENT. CLIENT accepts responsibility for payment of CONSULTANT under the conditions stated herein. All invoices are due and payable upon presentation. Amounts unpaid more than thirty (30) days after the date of the invoice shall bear interest at the rate of one-and-one-half (1.5) percent per month or the maximum rate permitted by law, whichever is less.

2. STANDARD OF CARE. CLIENT recognizes that site and subsurface conditions may vary from those observed at locations where drill holes, surveys, or explorations are made, and that site and subsurface conditions may change with time. Data, interpretations, and recommendations by CONSULTANT will be based solely on information available to CONSULTANT. CONSULTANT is responsible for its data, interpretations, and recommendations, but will not be responsible for other parties' interpretations or use of the information developed, or for information provided by others.

CONSULTANT agrees to strive to perform the services set forth in this AGREEMENT in accordance with generally accepted professional engineering and geologic practices, in the same or similar localities, at the time the services are performed. CONSULTANT's services shall not be subject to any express or implied warranties whatsoever.

3. CLIENT RESPONSIBILITIES. The CLIENT shall provide all information it has access to that relates to the site and may bear upon the services of the CONSULTANT, including, but not limited to, a legal description of the site, a site plan, the location of utilities and underground structures at the site, previous geologic/geotechnical reports and any previous environmental assessments and audits. The CLIENT shall obtain all necessary authorizations and permits to allow the CONSULTANT to have access to the site at reasonable times throughout contract performance. CONSULTANT will take reasonable precautions to minimize damage to the site, but unavoidable damage or alteration may occur and CLIENT agrees to assume responsibility for same. CLIENT agrees to assume responsibility for damages due to CONSULTANT's interference with subterranean structures such as pipes, tanks, and utility lines that are not correctly shown on the documents provided to CONSULTANT.

4. LIMITATION OF LIABILITY. CLIENT hereby agrees that to the fullest extent permitted by law the CONSULTANT's total liability to CLIENT for any and all injuries, claims, losses, expenses, or damages whatsoever arising out of or in any way relating to the project, the site, or this AGREEMENT from any cause or causes, including, but not limited to, the CONSULTANT's negligence, errors, omissions, strict liability, breach of contract, or breach of warranty, shall not exceed the greater of the total amount paid by the CLIENT for the services of the CONSULTANT under this contract or $50,000.00, whichever is greater. CLIENT and the CONSULTANT further agree that, to the fullest extent permitted by law, neither party shall be liable to the other for any special, indirect, or consequential damages.

5. INDEMNIFICATION. CLIENT shall defend, indemnify, and hold harmless CONSULTANT and its directors, officers, shareholders, employees, contractors, subcontractors, agent, or affiliates from and against any and all suits, actions, legal or administrative proceedings, claims, demands, actual damages, fines, punitive damages, losses, costs, liabilities, interest, and attorneys' fees (including any such fees and expenses incurred in enforcing this indemnity) which, irrespective of CONSULTANT's negligence: (a) exceed the limitation on CONSULTANT's liability provided for in Article 4, or (b) result from, arise out of, or are in any way connected with: (i) acts or omissions of CLIENT, CLIENT's employees, agents, and subcontractors and their employees or agents; (ii) the release of any hazardous substance; or (iii) any other generation, treatment, or transport of waste materials.

CLIENT agrees that CONSULTANT had nothing whatsoever to do with the creation, existence, or presence of asbestos, hazardous substances, or pollutants on or near the subject property. Accordingly, and to the fullest extent permitted by law, CLIENT agrees to defend, indemnify, and hold CONSULTANT, its agents, subcontractors, and employees harmless from and against any and all claims, defense costs, including attorneys' fees, damages, and other liabilities arising out of or in any way related to CONSULTANT's reports or recommendations concerning this AGREEMENT, CONSULTANT's presence on the project property, or the presence, release, or threatened release of asbestos, hazardous substances, or pollutants on or from the project property; **provided that** CLIENT shall not indemnify CONSULTANT against liability for damages to the extent caused by the negligence or intentional misconduct of CONSULTANT, its agents, subcontractors, or employees.

6. DISCOVERY OF UNANTICIPATED POLLUTANT RISKS. If, while performing the services, pollutants are discovered that pose unanticipated risks, it is hereby agreed that the scope of services, schedule, and the estimated project costs will be reconsidered and that this contract shall immediately become subject to renegotiation or termination.

7. SAMPLE DISPOSAL. Samples of unpolluted soil and rock will be disposed of by the CONSULTANT thirty (30) days after submission of the final Report. If samples are suspected to contain hazardous substances as defined by federal, state, or local statutes, regulations, or ordinances, CONSULTANT will, after completion of testing (i) return such samples and materials to CLIENT, or (ii) reach an agreement in writing to have such samples and materials properly disposed in accordance with applicable laws. CLIENT agrees to pay all costs associated with the storage, transport, and disposal of samples and materials. CLIENT recognizes and agrees that CONSULTANT is acting as a bailee and at no time assumes title to said waste.

4.7.6

2011 STANDARD FEE SCHEDULE

PROFESSIONAL SERVICES

Principal Professional	$	160/hr
Senior Professional II	$	140/hr
Senior Professional	$	130/hr
Project Professional II	$	120/hr
Project Professional	$	110/hr
Staff Professional II	$	100/hr
Staff Professional	$	95/hr
Senior Technician (Non-Prevailing Wage)	$	90/hr
Senior Technician (Prevailing Wage)	$	95/hr
Technician (Non-Prevailing Wage)	$	80/hr
Technician (Prevailing Wage)	$	85/hr
Drafting	$	70/hr
Word Processing	$	60/hr

*Overtime rates for Technicians and Office Staff is 1.3 x rates shown.

Fees for expert witness preparation, testimony, court appearances, or depositions will be billed at the rate of $425 per hour.

OTHER DIRECT CHARGES

Subcontracted Services	Cost Plus 15%	
Outside Reproduction	Cost Plus 15%	
Travel, Subsistence, and Expenses	Cost Plus 15%	
SCUBA Charge	$	100/day
Vehicle	$	80/day
Photoionization Detector	$	120/day
Nuclear Density Gauge	$	85/day
Automobile Mileage	$	0.85/mile

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:

District Overview of Certificates of Participation - Debt Financing and Payment Structure

AGENDA ITEM AREA:

Information

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent - Business & Operations

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

February 5, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

In 2008 and 2009, the district embarked on a COPs restructuring plan to create a debt repayment schedule that reflects the timing of the receipt of known revenue sources and secure fixed interest rates for budgeting purposes. In 2011, the district restructured the remaining Certificate of Participation debt. The restructuring accomplished two primary objectives. First, the interest rates were converted from variable rate to fixed rate in order to give the district certainty and stability over the amount of the annual payment. Second, the terms of the principal repayment of the loan were extended to make the debt payment affordable given the district's available repayment sources. The source of repayment is primarily Community Facilities District special taxes, developer fees, capital facilities fund balance and interest earnings. It is anticipated that these sources of repayment will be sufficient to delay any impact on the General Fund until approximately 2022, at which time an annual General Fund contribution will be made to augment available capital revenue sources and meet debt service requirements. An update of the District's current debt financing and payment structure plan will be presented to the board.

RECOMMENDATION:

Administration recommends the Board receive the information.

7.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Financial Review of Johnson Controls, Inc. Project Scope

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Funding
Funds 21, 25, 35, 49

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

During the Board of Trustees meeting on December 18, 2012, we heard an update on the project development from Johnson Controls, Inc. (JCI). From this information, and some more specific financial information provided by JCI, staff has been working with our financial consultants, Capital Public Finance Group (CPFG), to review and verify the numbers and any potential concerns for the District. CPFG will be presenting an analysis of the financial information provided by JCI, as well as the compatibility with the District's current liabilities and future debt payments.

RECOMMENDATION:

Staff requests that the Board of Trustees consider the information provided during the presentation and provide direction and input.

7.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

DISTRICT GLOBAL GOALS

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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:
Update on Johnson Controls, Inc. Project Development and Options for Board of Trustees

AGENDA ITEM AREA:
Information/Discussion

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
No

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Funding
Funds 21, 25, 35, 49

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

During the Board of Trustees meeting on December 18, 2012, we heard an update on the project development from Johnson Controls, Inc. (JCI). Following the Financial Review that is being provided by Capital Public Finance Group, staff would like to put forth options surrounding the proposed project(s).

RECOMMENDATION:

Staff requests that the Board of Trustees consider the information provided during the presentation and provide direction and input.

7.3

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:
Resolution 12/13.16 Declaring Project Savings
And Identifying High Priority Capital Outlay Projects

AGENDA ITEM AREA:
Action

REQUESTED BY:
Heather Steer, Facilities Coordinator

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Restricted Facilities Funding
Fund 35

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
Yes

BACKGROUND:

After the completion of projects at Lincoln High School (Modernization and New Construction) and construction of Special Education facility at Foskett Ranch Elementary, there was a significant amount of project savings remaining in Fund 35 from the State of California. Under Chapter 12.5, Part 10, Division 1 Section 17070.63, of the Education Code and School Facility Program Regulation Section 1859.103, the District is allowed to retain these funds and use them towards other "High Priority Capital Outlay Projects". While code does not specify what constitutes a High Priority Capital Outlay Project, it does mandate that the funds be used according to the type of funding we received.

The attached resolution is a declaration by the Board of Trustees that the savings is declared, and that projects in which the funds can be used have been designated.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 12/13.16.

Resolution No. 12/13.16

A RESOLUTION OF THE GOVERNING BOARD OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT TO SUPPORT OF THE USE OF SAVINGS ON OTHER HIGH PRIORITY CAPITAL OUTLAY PROJECTS

Whereas, the Western Placer Unified School District ("District') has received funding under the School Facility Program as provided in Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq., of the Education Code;

Whereas, the District may achieve savings on projects funded under Chapter 12.5, Part 10, Division 1, commencing with Section 17070.10, et seq., of the Education Code;

Whereas, the District will declare savings in writing to the OPSC after the release of all funds for the project(s) that achieved savings, as required by Section 1859.103 of the School Facility Program Regulations;

Whereas, the District will expend any savings on other high priority capital outlay purposes as allowed under Chapter 12.5, Part 10, Division 1 Section 17070.63, of the Education Code and School Facility Program Regulation Section 1859.103:

- **Site Inspections and Purchase Agreement for extension of Twelve Bridges High School property**
- **Master Planning of Carlin C. Coppin, Creekside Oaks and Sheridan Elementary Schools to accommodate future growth**
- **Modernization and Replacement of heating, ventilation and cooling system at Carlin C. Coppin Elementary School**

THEREFORE, BE IT HEREBY RESOLVED, that the District Board of Education supports the expenditure of any savings, as allowed under Chapter 12.5, Part 10, Division 1 Section 17070.63, of the Education Code and School Facility Program Regulation Section 1859.103, on any of the other high priority capital outlay purposes identified above.

Enacted this _____ day of _____, 2013, by the Western Placer Unified School District Board of Education.

AYES:

NOES:

ABSENT:

_____
President, Governing Board
Western Placer Unified School District

Attest: _____
Secretary, Governing Board
Western Placer Unified School District

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
School Accountability Report Cards (SARCs)

AGENDA ITEM AREA:
Action

REQUESTED BY:
Mary Boyle MB

ENCLOSURES:
School Site SARCs

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
None

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

In November 1988, California voters passed Proposition 98 , also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative was to provide California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARC) and disseminate them to the public via websites. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals, based on information from the previous year (2011 – 2012).

In the years since the passage of Proposition 98, additional requirements for school accountability reporting and dissemination have been established through legislation . Most SARC requirements are codified in California *Education Code (EC)* sections 33126 and 33126.1. In addition, similar requirements are contained in the federal No Child Left Behind (NCLB) legislation. Even as a new public school funding formula is developed (Local Controlled Funding Formula – LCFF), the requirement of SARC's remains.

Each WPUSD school has produced a SARC which is available in the site office and on the WPUSD website under Educational Programs. Included in each SARC is information on student achievement, testing, textbooks, curriculum, API, AYP, school leadership, teacher credentialing and staff. SARCs must be completed by February 1 every year.

RECOMMENDATION:

Approve WPUSD School Accountability Report Cards for 2011- 2012.

7.5

Executive Summary School Accountability Report Card, 2011–12

For Carlin C. Coppin Elementary

Address:	150 12th St., Lincoln, CA, 95648-2058	**Phone:**	(916) 645-6390
Principal:	Terri Dorow, Elementary Principal	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Carlin C. Coppin Elementary is located in Western Placer Unified School District in the city of Lincoln. The school serves kindergarten through fifth grades; the enrollment is 410, with two to four classes at each grade level. Built in 1972 it houses a library, computer lab, multipurpose room, administration building, classrooms, the Springboard afterschool program and two Preschool Programs. All buildings are kept clean and inviting by a dedicated custodial staff. The school garden and pots of colorful flowers add to the warm and inviting school environment.

Student Enrollment

Group	Enrollment
Number of students	410
Black or African American	2%
American Indian or Alaska Native	1%
Asian	1%
Filipino	2%
Hispanic or Latino	30 %
Native Hawaiian or Pacific Islander	1 %
White	63%
Two or More Races	6 %
Socioeconomically Disadvantaged	38 %
English Learners	11 %
Students with Disabilities	17 %

7.5.1

Teachers

Indicator	Teachers
Teachers with full credential	21
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	66.5%
Mathematics	71.4%
Science	71%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	854
Statewide Rank (from 2011 Base API Report)	6
Met All 2012 AYP Requirements	yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	yes
2012–13 Program Improvement Status (PI Year)	N/A

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

School Facilities

Summary of Most Recent Site Inspection

This campus is comprised of portable classrooms and three "pods." The campus is clean and in good repair,

Repairs Needed

The chiller/boiler system is inadequate for the pod classrooms. The distribution of air is unbalanced. A

7.5.2

project is scheduled for summer 2013 to abandon this system and install package units for the pod classrooms.

Corrective Actions Taken or Planned

Several roofs will be replaced as part of the upgrade to the HVAC system in the summer of 2013.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	O%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,799
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

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School		District	
School Name	Carlin C. Coppin Elementary	**District Name**	Western Placer Unified
Street	150 12th St.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-2058	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6390	**Superintendent**	Scott Leaman
Principal	Terri Dorow, Elementary Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	tdorow@wpusd.k12.ca.us	**CDS Code**	31669516085252

School Description and Mission Statement (School Year 2011–12)

Carlin C. Coppin Elementary School is located at 150 E. 12th Street in the community of Lincoln. The school is one of ten schools (six elementary) in the Western Placer Unified School District. The mission statement is: Empower students with the skills, knowledge, and attitudes for success in an ever changing world.

Opportunities for Parental Involvement (School Year 2011–12)

Parents play an important role at Carlin C. Coppin through active participation and involvement in School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teacher Club (PTC), the art docent program, annual events, and volunteering in the classroom. Parents support school activities such as art night, family nights, school assemblies, and purchases of teaching resources and rewards.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	82	**Grade 8**	0
Grade 1	68	**Ungraded Elementary**	0
Grade 2	62	**Grade 9**	0
Grade 3	68	**Grade 10**	0
Grade 4	70	**Grade 11**	0
Grade 5	61	**Grade 12**	0
Grade 6	0	**Ungraded Secondary**	0
Grade 7	0	**Total Enrollment**	411

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2 %
American Indian or Alaska Native	1 %
Asian	1 %
Filipino	2 %
Hispanic or Latino	30 %

Native Hawaiian or Pacific Islander	1 %
White	63 %
Two or More Races	6 %
Socioeconomically Disadvantaged	38 %
English Learners	11 %
Students with Disabilities	17 %

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-20	2009–10 Number of Classes* 21-32	2009–10 Number of Classes* 33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-20	2010–11 Number of Classes* 21-32	2010–11 Number of Classes* 33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-20	2011–12 Number of Classes* 21-32	2011–12 Number of Classes* 33+
K	21.3	1	2	0	20.3	3	0	0	20.5	1	3	0
1	19. 8	4	0	0	22.0	0	3	0	21.7	1	2	0
2	20. 0	3	1	0	21.3	0	3	0	28.0	0	3	0
3	21. 0	1	2	0	19.6	3	1	0	30.0	0	2	0
4	27. 0	0	2	0	30.5	0	2	0	29.5	0	2	0
5	29 .0	0	3	0	30	0	2	0	31.0	0	2	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-22	2009–10 Number of Classes* 23-32	2009–10 Number of Classes* 33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-22	2010–11 Number of Classes* 23-32	2010–11 Number of Classes* 33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-22	2011–12 Number of Classes* 23-32	2011–12 Number of Classes* 33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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.

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III. School Climate

School Safety Plan (School Year 2011–12)

Each year the Carlin C. Coppin Comprehensive Safety Plan is reviewed and revised to reflect current practices and procedures.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	8.8	14.3	12	975	690	748
Expulsions	0	0	0	15	4	8

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The campus is clean and generally in good repair. The chiller/boiler system is inadequate for the pod classrooms. A project is schedule for summer 2013 to abandon this system and install package units for the pod classrooms.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				X	Summer, 2013, planned replacement of chiller/ boiler
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Drinking fountain repair, summer 2013
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs			X		Several roofs to be replaced as part of chiller/ boiler replacement
External: Playground/School Grounds, Windows/		X			

Doors/Gates/Fences					
Overall Rating	LEA Provided	X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	25	24	21	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99%	1%
All Schools in District	97%	3%

High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	LEA Provided
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	.4	
Social Worker	N/A	
Nurse	.2	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.0	
Other	N/A	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _____ N/A

Core Curriculum	Textbooks and instructional	From most	Percent

Area	materials/year of adoption	recent adoption?	students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003, Reading Mastery and Corrective Reading 2002, Medallions 2010	Yes	0%
Mathematics	Harcourt School Publishers CA HSP math 2009	Yes	0%
Science	FOSS Science 2008	Yes	0%
History-Social Science	Scott Forseman; History Social Science for CA 2006	Yes	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,599	$2,800	$6,799	$64,777
District			$6, 369	$67,291
Percent Difference – School Site and District			7%	-4%
State			$5,455	$66,336
Percent Difference – School Site and State			25%	-3%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Funding at Carlin C. Coppin provides many opportunities to support students. Materials for intervention and enrichment, Intervention Support Personnel, Instructional aides, library materials and printing costs are many of the projects funded with categorical monies. In addition, our general fund monies are used to provide substitutes, instructional supplies and office supplies.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through

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eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	60%	60%	65%	56%	59%	62%	52%	54%	56%
Mathematics	65%	63%	69%	49%	51%	51%	48%	50%	51%
Science	53%	69%	78%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science

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All Students in the LEA	62%	51%	63%	50%
All Students at the School	65%	69%	78%	0%
Male	63%	66%	96%	0%
Female	67%	73%	66%	0%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino				
Hispanic or Latino	54%	66%	71%	0%
Native Hawaiian or Pacific Islander				
White	69%	71%	79%	0%
Two or More Races	73%	67%	0%	0%
Socioeconomically Disadvantaged	52%	57%	63%	0%
English Learners	41%	59%	0%	0%
Students with Disabilities	50%	50%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12

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English-Language Arts	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%
Mathematics	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.30%	20.00%	8.30%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	7	6	6
Similar Schools	3	3	3

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

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Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	8	-2	24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	46	-35	49
Native Hawaiian or Pacific Islander			
White	-3	15	5
Two or More Races			
Socioeconomically Disadvantaged	-8	4	35
English Learners			
Students with Disabilities	31	2	

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	248	846	4,720	826	4,664,264	788
Black or African American	0		69	763	313,201	710
American Indian or Alaska Native	3		59	811	31,606	742
Asian	0		173	887	404,670	905
Filipino	0		131	877	124,824	869
Hispanic or Latino	63	817	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	0		30	812	26,563	775
White	170	863	2,759	845	1,221,860	853

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Two or More Races	12	814	154	855	88,428	849
Socioeconomically Disadvantaged	110	803	1,653	759	2,779,680	737
English Learners	32	798	695	716	1,530,297	716
Students with Disabilities	50	739	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

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Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-	2009-	2010-	2008-	2009-	2010-	2008-	2009-	2010-

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	09	10	11	09	10	11	09	10	11
Dropout Rate		N/A	N/A		12.7	7.4		16.6	14.4
Graduation Rate		N/A	N/A		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	LEA Provided	N/D
Black or African American	N/A	LEA Provided	N/D
American Indian or Alaska Native	N/A	LEA Provided	N/D
Asian	N/A	LEA Provided	N/D
Filipino	N/A	LEA Provided	N/D
Hispanic or Latino	N/A	LEA Provided	N/D
Native Hawaiian or Pacific Islander	N/A	LEA Provided	N/D
White	N/A	LEA Provided	N/D
Two or More Races	N/A	LEA Provided	N/D
Socioeconomically Disadvantaged	N/A	LEA Provided	N/D
English Learners	N/A	LEA Provided	N/D
Students with Disabilities	N/A	LEA Provided	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A

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Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

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	N/A	

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

XII. Instructional Planning and Scheduling

Professional Development

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

Western Placer Unified School District generally provides three Staff Development Days each year to all teachers. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and /or local units of credit.

7.5.20

Executive Summary School Accountability Report Card, 2011–12

For Creekside Oaks Elementary

Address:	2030 First St., Lincoln, CA, 95648-2173	**Phone:**	(916) 645-6380
Principal:	Scott Pickett, Principal	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Creekside Oaks Elementary school is located in Lincoln California, and is in the Western Placer Unified School District (WPUSD). It adopted the name Creekside Oaks Elementary School when grades K through 5 relocated to the new site in 1994. There are two kindergarten classrooms with an adjoinng kindergarten playground. Additional school facilities include 6 permanent classrooms and 26 portable classrooms that house classes in grades 1-5, science and music classes, and additional support programs. Our School Serves 583 students.

Through a collaborative enviornment, all members of the school community work together to support one another and help to insure that students are provided an excellent academic and learning experience. With a welcoming atmosphere, Creekside Oaks allows everyone to be a part of the community and know that their contribution is important.

Student Enrollment

Group	Enrollment
Number of students	583
Black or African American	4.1%
American Indian or Alaska Native	3.4%
Asian	5.2%
Filipino	2.9%
Hispanic or Latino	33.2%
Native Hawaiian or Pacific Islander	0.3%
White	50.2%
Two or More Races	7.5%

Two or More Races	3.0%
Socioeconomically Disadvantaged	57%
English Learners	23%
Students with Disabilities	15%

Teachers

Indicator	Teachers
Teachers with full credential	31
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	60.1%
Mathematics	64.2%
Science	51%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	817
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 20 of 21
2012–13 Program Improvement Status (PI Year)	Year 1

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

School Facilities

Summary of Most Recent Site Inspection

7.5.22

This campus is in good condition and does not require any major repairs at this time.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,296
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High	

7.5.23

School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

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II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Creekside Oaks Elementary	**District Name**	Western Placer Unified
Street	2030 First St.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-2173	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6380	**Superintendent**	Scott Leaman
Principal	Scott Pickett, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	spickett@wpusd.k12.ca.us	**CDS Code**	31669516098610

School Description and Mission Statement (School Year 2011–12)

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 Statement is: Creekside Oaks is a school in which staff, families, community, and students work together to promote responsibility, personal integrity, and an enthusiasm for learning. Families and staff collaborate to create a nurturing, academic climate that will instill in children a life-long love of learning. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students.

Opportunities for Parental Involvement (School Year 2011–12)

Parent involvement is an integral part of any school community. We encourage parents to volunteer at our school as much as they desire. We also have opportunities for parents to participate in our Parent Teacher Organization (PTO). Our PTO provides support to our classroom and school and provides activities for the family to bring our school community closer together. You can find out more about volunteer opportunities or helping in our Parent Teacher Organization by contacting the PTO President, Elena Bessette or the school office at (916) 645-6380.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	103	Grade 8	0
Grade 1	95	Ungraded Elementary	0
Grade 2	87	Grade 9	0
Grade 3	98	Grade 10	0
Grade 4	101	Grade 11	0
Grade 5	99	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	581

Student Enrollment by Student Group (School Year 2011-12)

7.5.25

Group	Percent of Total Enrollment
Black or African American	4.1%
American Indian or Alaska Native	3.4%
Asian	5.2%
Filipino	2.9%
Hispanic or Latino	33.2%
Native Hawaiian or Pacific Islander	0.3%
White	50.2%
Two or More Races	3.0%
Socioeconomically Disadvantaged	57%
English Learners	23%
Students with Disabilities	15%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.2	0	5	0	22.4	0	5	0	21.2	5	0	0
1	17.8	5	1	0	19.2	6	0	0	26.5	0	4	0
2	19.5	2	3	0	22	0	5	0	23.6	0	5	0
3	18.4	5	0	0	20	3	2	0	26.8	0	4	0
4	32	0	2	1	32	0	2	1	31.3	0	3	0
5	31.6	0	3	0	31.3	0	3	0	28.0	0	3	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

7.5.26

Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

III. School Climate

School Safety Plan (School Year 2011–12)

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. Creekside Oaks is a school community that prides itself on working together and collaborating to help students have a positive learning experience.

Creekside Oaks has a school safety plan that outlines how to assure that students will be safe and comfortable while on campus. The plan is updated and revised every year through our School Site Council to accommodate any improvements that need to be made.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	4.3	2.7	.01	12.4	N/D	.056
Expulsions	0	0	0	.3	.002	.005

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The school and grounds are in good condition.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC,					7.5.27

Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	31	34	31	311
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

7.5.28

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0%	0%

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.6	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-	1.0	

7.5.29

teaching)		
Other	0	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _September 2013__

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & corrective Reading 2002; Medallions 2010	YES	0%
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0%
Science	FOSS Science 2008	YES	0%
History-Social Science	Scott Foresmann: History Social Science for CA 2006	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

7.5.30

School Site	$13,775	$2,196	$6,296	$62,569
District			$6,369	$67,291
Percent Difference – School Site and District			-1%	-7%
State			$5,455	$66,511
Percent Difference – School Site and State			15%	-6%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Creekside Oaks Elementary qualifies for categorical funding through Title 1, EIA, and SLIG. This additional funding allows Creekside Oaks to support students of differing needs.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

7.S.31

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	49%	53%	60%	56%	59%	62%	52%	54%	56%
Mathematics	60%	58%	64%	49%	51%	51%	48%	50%	51%
Science	52%	47%	51%	58%	62%	63%	54%	57%	60%
History-Social Science	N/A	N/A	N/A	45%	46%	50%	44%	48%	49%

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

7.5.32

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	60%	64%	51%	N/A
Male	56%	63%	57%	N/A
Female	62%	63%	46%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	73%	82%	N/A	N/A
Hispanic or Latino	53%	58%	50%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	64%	69%	64%	N/A
Two or More Races	46%	31%	N/A	N/A
Socioeconomically Disadvantaged	50%	58%	46%	N/A
English Learners	40%	57%	27%	N/A
Students with Disabilities	50%	58%	N/A	N/A
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

	Percent of Students Scoring at Proficient or Advanced

7.5.33

Subject	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%
Mathematics	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

7.5.34

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.70%	22.60%	31.20%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	5	5	5
Similar Schools	1	2	2

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12

7.5.35

All Students at the School	13	4	25
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	-9	53
Native Hawaiian or Pacific Islander			
White	12	7	13
Two or More Races			
Socioeconomically Disadvantaged	23	10	21
English Learners	62	-8	56
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	388	817	4,720	826	4,664,264	788
Black or African American	5		69	763	313,201	710
American Indian or Alaska Native	5		59	811	31,606	742
Asian	10		173	887	404,670	905
Filipino	11	907	131	877	124,824	869
Hispanic or Latino	154	784	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	5		30	812	26,563	775
White	185	844	2,759	845	1,221,860	853
Two or More Races	13	720	154	855	88,428	849

7.5.36

Socioeconomically Disadvantaged	226	777	1,653	759	2,779,680	737
English Learners	91	753	695	716	1,530,297	716
Students with Disabilities	66	754	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	In PI	In PI

7.5.37

First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		12.7	7.4		16.6	14.4
Graduation Rate		N/A	N/A		83.60	85.45		74.72	76.26

7.5.38

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A		N/D
Black or African American	N/A		N/D
American Indian or Alaska Native	N/A		N/D
Asian	N/A		N/D
Filipino	N/A		N/D
Hispanic or Latino	N/A		N/D
Native Hawaiian or Pacific Islander	N/A		N/D
White	N/A		N/D
Two or More Races	N/A		N/D
Socioeconomically Disadvantaged	N/A		N/D
English Learners	N/A		N/D
Students with Disabilities	N/A		N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

7.S.39

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2011–12)

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	N/A	N/A

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

XII. Instructional Planning and Scheduling

Professional Development

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

Western Placer Unified School District generally provides three Staff Development Days each year to all teachers. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit.

Executive Summary School Accountability Report Card, 2011–12

For First Street

Address:	1400 First St., Lincoln, CA, 95648-1688	**Phone:**	(916) 645-6330
Principal:	Ruben Ayala, Principal	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 459, with two to three classes at each grade level. The ethnic composition of the student body is 71.2% Hispanic, 22.9% Caucasian, and 5.9% other designations. The school offers a Structured English Immersion (SEI) program for the school's English learners; it also houses the district's Gifted and Talented Education program (GATE) for elementary students. Support services include a Special Education Resource Program, Speech and Language, and a Title I reading intervention program for our primary students. In addition the school has two Intervention Services Providers that provide appropriate intervention for our struggling students.

Student Enrollment

Group	Enrollment
Number of students	459
Black or African American	0.0%
American Indian or Alaska Native	0.2%
Asian	1.3%
Filipino	2.0%
Hispanic or Latino	71.2%
Native Hawaiian or Pacific Islander	0.7%
White	22.9%
Two or More Races	1.7%

7.5.41

Socioeconomically Disadvantaged	76.0%
English Learners	53.6%
Students with Disabilities	10.5%

Teachers

Indicator	Teachers
Teachers with full credential	25
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	55%
Mathematics	61%
Science	65%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	818
Statewide Rank (from 2011 Base API Report)	6
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 21
2012–13 Program Improvement Status (PI Year)	Year 5

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

School Facilities

Summary of Most Recent Site Inspection

This campus is in good condition with the exception of some roof leaks and portable t-1-11 siding that

needs to be addressed.

Repairs Needed

Roof repair/replacement, multi-purpose building. Portable classroom siding repair/replacement

Corrective Actions Taken or Planned

Roof and T-1-11 siding repair/replacement scheduled for summer, 2013

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	N/A
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,579
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School	N/A

Diploma	
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	First Street	**District Name**	Western Placer Unified
Street	1400 First St.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-1688	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6330	**Superintendent**	Scott Leaman
Principal	Ruben Ayala, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	rayala@wpusd.k12.ca.us	**CDS Code**	31669516117493

School Description and Mission Statement (School Year 2011–12)

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 459, with two to three classes at each grade level. The ethnic composition of the student body is 71.2% Hispanic, 22.9% Caucasian, and 5.9% other designations. The school offers a Structured English Immersion (SEI) program for the school's English learners; it also houses the district's Gifted and Talented Education program (GATE) for elementary students. Support services include a Special Education Resource Program, Speech and Language, and a Title I reading intervention program for our primary students. In addition the school has two Intervention Services Providers that provide appropriate intervention for our struggling students.

MISSION STATEMENT

The mission of First Street School is to create a quality educational environment where the unique gifts, abilities and culture of our students are acknowledged, affirmed, and developed. Students, faculty, parents and community work as a unifying force to create a safe, supportive and tolerant atmosphere where academic, emotional, social, artistic and physical development can reach their fullest potential. For our students to become productive members of society and life-long learners, our school promotes making responsible choices, embracing cultural diversity, and respecting one's self and others.

Opportunities for Parental Involvement (School Year 2011–12)

Parents play important roles at First Street School through their active participation and involvement in Site Based Leadership Team (SBLT), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. Parent volunteers fully implement a monthly art docent program. First Street School is becoming a focal point and community center for students and their parents.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	80	**Grade 8**	0

Grade 1	75	Ungraded Elementary	0
Grade 2	81	Grade 9	0
Grade 3	78	Grade 10	0
Grade 4	77	Grade 11	0
Grade 5	68	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	459

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.2%
Asian	1.3%
Filipino	2.0%
Hispanic or Latino	71.2%
Native Hawaiian or Pacific Islander	0.7%
White	22.9%
Two or More Races	1.7%
Socioeconomically Disadvantaged	76.0%
English Learners	53.6%
Students with Disabilities	10.5%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-20	21-32	33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-20	21-32	33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-20	21-32	33+
K	24.0	0	3	0	27.3	0	3	0	26.7	0	3	0
1	23.3	0	3	0	24	0	3	0	25.0	0	3	0
2	22.0	0	3	0	24	0	4	0	19.0	1	3	0
3	18.0	3	0	0	21.4	2	2	0	28.0	0	3	0
4	27.0	0	2	0	30	0	3	0	29.0	0	3	0
5	32.5	0	1	1	26.8	0	3	0	28.5	0	2	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				

7.5.46

Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	4	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009–10				2010–11				2011–12			
	Avg. Class Size	Number of Classes* 1-22	23-32	33+	Avg. Class Size	Number of Classes* 1-22	23-32	33+	Avg. Class Size	Number of Classes* 1-22	23-32	33+
English	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Mathematics	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided								
Social Science	LEA Provided	LEA Provided	LEA Provided	LEA Provided								

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

III. School Climate

School Safety Plan (School Year 2011–12)

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. Periodic drills are planned and carried out annually. 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.

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

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	.8	.8	.006	.15	.1	.12
Expulsions	0	0	0	.0022	.0001	.0001

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

7.5.47

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

This campus is in good condition. The roof leaks and siding issues are scheduled for repair summer, 2013

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs			X		The siding and roof leaks are scheduled to be repaired summer 2013
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	25	25	25	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99	1
All Schools in District	99	3
High-Poverty Schools in District	97	3
Low-Poverty Schools in District	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	N/A	[redacted]
Library Media Teacher (librarian)	N/A	

Library Media Services Staff (paraprofessional)	.8	
Psychologist	.3	
Social Worker	N/A	
Nurse	.2	
Speech/Language/Hearing Specialist	.8	
Resource Specialist (non-teaching)	N/A	
Other		

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010	YES	0%
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0%
Science	FOSS Science 2008	YES	0%
History-Social Science	Scott Foresmann: History Social Science for CA 2006	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

7.5.50

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,983	$2,404	$6,579	$68,834
District			$6,369	$67,291
Percent Difference – School Site and District			3%	2%
State			$5,455	$66,511
Percent Difference – School Site and State			21%	3%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

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 strategies
- Staff development and implementation of GATE/Differentiation strategies
- Staff development and implementation of Step Up To Writing strategies
- Extended Day/School Year instructional programs
- Data collection and use on student achievement through OARS (Online Assessment Reporting System)
- Instituting (PLC's) Professional Learning Communities
- Implementing PIQUE (Parent Institute for Quality Education)
- AB430 training for site administration
- Focused Math, ELA and Writing staff development

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

For detailed information regarding the STAR Program results for each grade and

performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	55%	53%	55%	56%	59%	62%	52%	54%	56%
Mathematics	69%	66%	61%	49%	51%	51%	48%	50%	51%
Science	69%	72%	65%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	55%	61%	65%	0%
Male	53%	59%	63%	0%
Female	56%	63%	67%	0%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	45%	54%	62%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	74%	76%	62%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically	44%	53%	58%	0%

Disadvantaged				
English Learners	29%	39%	21%	0%
Students with Disabilities	61%	65%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				57%	61%	59%	54%	59%	56%
Mathematics				50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						

Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.30%	15.60%	25.00%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	6	7	6
Similar Schools	3	7	7

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	30	-10	-11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	-7	-7
Native Hawaiian or Pacific Islander			
White	-6	0	-3
Two or More Races			
Socioeconomically Disadvantaged	19	-3	-12
English Learners	39	-18	-15
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

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This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	283	818	4,720	826	4,664,264	788
Black or African American	0		69	763	313,201	710
American Indian or Alaska Native	1		59	811	31,606	742
Asian	6		173	887	404,670	905
Filipino	6		131	877	124,824	869
Hispanic or Latino	197	785	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	2		30	812	26,563	775
White	64	890	2,759	845	1,221,860	853
Two or More Races	7		154	855	88,428	849
Socioeconomically Disadvantaged	214	781	1,653	759	2,779,680	737
English Learners	146	757	695	716	1,530,297	716
Students with Disabilities	40	779	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes

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Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2011-2012
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate					12.7	7.4		16.6	14.4
Graduation Rate					83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	LEA Provided	LEA Provided	N/D
Black or African American	LEA Provided	LEA Provided	N/D
American Indian or Alaska Native	LEA Provided	LEA Provided	N/D
Asian	LEA Provided	LEA Provided	N/D
Filipino	LEA Provided	LEA Provided	N/D
Hispanic or Latino	LEA Provided	LEA Provided	N/D
Native Hawaiian or Pacific Islander	LEA Provided	LEA Provided	N/D
White	LEA Provided	LEA Provided	N/D
Two or More Races	LEA Provided	LEA Provided	N/D
Socioeconomically Disadvantaged	LEA Provided	LEA Provided	N/D
English Learners	LEA Provided	LEA Provided	N/D
Students with Disabilities	LEA Provided	LEA Provided	N/D

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

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Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

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

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

XII. Instructional Planning and Scheduling

Professional Development

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

Narrative provided by the LEA.

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First Street

Western Placer Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

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Executive Summary School Accountability Report Card, 2011–12

For Foskett Ranch Elementary

Address:	1561 Joiner Pkwy., Lincoln, CA, 95648-2969	**Phone:**	(916) 645-6350
Principal:	Kelly Castillo, Principal	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Foskett Ranch Elementary School, located in the Western Placer Unified School District, opened its doors in 2005. Twenty-eight classrooms, a state of the art science and computer lab, a library and a multi-purpose room including a stage for performances are housed on sixteen acres. The facility was designed in conjunction with the city of Lincoln and includes a joint use park and Multipurpose that allows the community to use the facilities beyond the regular school hours.

Student Enrollment

Group	Enrollment
Number of students	554
Black or African American	2.5%
American Indian or Alaska Native	0.5%
Asian	2.5%
Filipino	1.6%
Hispanic or Latino	15.3%
Native Hawaiian or Pacific Islander	0.7%
White	70.9%
Two or More Races	5.8%
Socioeconomically Disadvantaged	17.0%
English Learners	4.2%
Students with Disabilities	11.9%

Teachers

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Indicator	Teachers
Teachers with full credential	29
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	66%
Mathematics	71%
Science	78%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	860
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 17
2012–13 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

The campus and grounds are in very good condition with no immediate repairs needed.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,579
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

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Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Foskett Ranch Elementary	**District Name**	Western Placer Unified
Street	1561 Joiner Pkwy.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-2969	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6350	**Superintendent**	Scott Leaman

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Principal	Kelly Castillo, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	kcastillo@wpusd.k12.ca.us	**CDS Code**	31669510108514

School Description and Mission Statement (School Year 2011–12)

At Foskett Ranch Elementary School our focus is to promote and support academic, personal and social achievement.

Foskett Ranch opened its doors to 360 students in August 2005 and has grown to over 550 Pre-school 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. During the 2008-2009 school year we continued our journey towards developing our school into a Professional Learning Community (PLC), a group that continually seeks 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, professional development and plays a major role in our success. In 2010, we were established 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.

Opportunities for Parental Involvement (School Year 2011–12)

Foskett Ranch parents are actively involved. 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, after-school enrichment clubs and Santa Shop. Parent volunteers also play a vital role on our Site-Based Leadership Team, an advisory committee that helps with the school improvement plan. Our Watch D.O.G.S (Dads of Great Students) Program promotes that active participation of fathers and father figures in various activities on campus and in the classroom.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	103	**Grade 8**	0
Grade 1	94	**Ungraded Elementary**	0
Grade 2	98	**Grade 9**	0
Grade 3	102	**Grade 10**	0
Grade 4	77	**Grade 11**	0
Grade 5	80	**Grade 12**	0
Grade 6	0	**Ungraded Secondary**	0
Grade 7	0	**Total Enrollment**	554

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.5%

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American Indian or Alaska Native	0.5%
Asian	2.5%
Filipino	1.6%
Hispanic or Latino	15.3%
Native Hawaiian or Pacific Islander	0.7%
White	70.9%
Two or More Races	5.8%
Socioeconomically Disadvantaged	17.0%
English Learners	4.2%
Students with Disabilities	11.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Avg. Class Size	2009–10 Number of Classes*			2010–11 Avg. Class Size	2010–11 Number of Classes*			2011–12 Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.5	0	4	0	17.6	4	0	0	24.3	0	4	0
1	21.2	5	0	0	22.0	0	4.5	0	19.4	5	0	0
2	20.5	4	0	0	22.0	0	4.5	0	21.0	2	3	0
3	20.3	4	0	0	20.75	2	2	0	24.5	0	4	0
4	32.8	0	2.5	0	32.0	0	2.5	0	31.5	0	2	0
5	30	0	2.5	0	30.8	0	2.5	0	31.3	0	3	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	5	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009–10 Avg. Class Size	2009–10 Number of Classes*			2010–11 Avg. Class Size	2010–11 Number of Classes*			2011–12 Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

III. School Climate

School Safety Plan (School Year 2011–12)

Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the Single 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

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	.007	.003	.001	.15	.11	.11
Expulsions	0	0	0	.002	.0006	.001

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The campus and grounds are in good condition and in need of no immediate repairs.

School Facility Good Repair Status (School Year 2012–13)

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

Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	27	30	29	311
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0

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All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.6	
Social Worker	0	
Nurse	.1	
Speech/Language/Hearing Specialist	1.4	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _September 2012_____

Core	Textbooks and instructional	From most recent	Percent students

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Curriculum Area	materials/year of adoption	adoption?	lacking own assigned copy	
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010		Yes	0%
Mathematics	Harcourt School Publishers CA HSP Math 2009		Yes	0%
Science	FOSS Science 2008		Yes	0%
History-Social Science	Scott Foresmann: History Social Science for CA 2006		Yes	0%
Foreign Language	N/A		Yes	N/A
Health	N/A		Yes	0%
Visual and Performing Arts	N/A		Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		Yes	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$9,096	$2,517	$6,579	$64,601
District			$6,369	$67,291
Percent Difference – School Site and District			3%	-4%
State			$5,455	$66,336
Percent Difference – School Site and State			21%	-3%

Note: Cells shaded in black do not require data.

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

For detailed information on school expenditures for all districts in California, see the *CDE Current*

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

Types of Services Funded (Fiscal Year 2011–12)

Homework club is an afterschool program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. After school tutoring, taught by teachers, allows identified students the opportunity to participate in additional direct instruction in English Language Arts. The Western Placer Enrichment Program (WPEP) provides an opportunity for students to participate in afterschool enrichment classes such as newspaper club, 3-D art, performing arts, science and chess. During grade level differentiation time, students at risk of retention receive intensive Language Arts intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP).

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	62%	67%	66%	56%	59%	62%	52%	54%	56%
Mathematics	71%	73%	71%	49%	51%	51%	48%	50%	51%
Science	73%	75%	78%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%

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All Students at the School	66%	71%	78%	0%
Male	63%	68%	71%	0%
Female	70%	74%	86%	0%
Black or African American	42%	58%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	71%	64%	69%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	67%	73%	83%	0%
Two or More Races	60%	85%	0%	0%
Socioeconomically Disadvantaged	57%	57%	71%	0%
English Learners	58%	17%	0%	0%
Students with Disabilities	43%	48%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%

Mathematics	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness

standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.30%	28.90%	33.70%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	3	4	5

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-10	16	-10
Black or African American			
American Indian or Alaska Native			
Asian			

Filipino			
Hispanic or Latino			32
Native Hawaiian or Pacific Islander			
White	-13	21	-18
Two or More Races			
Socioeconomically Disadvantaged	8	-22	17
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	343	860	4,720	826	4,664,264	788
Black or African American	11	804	69	763	313,201	710
American Indian or Alaska Native	3		59	811	31,606	742
Asian	8		173	887	404,670	905
Filipino	6		131	877	124,824	869
Hispanic or Latino	62	845	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	2		30	812	26,563	775
White	231	865	2,759	845	1,221,860	853
Two or More Races	20	877	154	855	88,428	849
Socioeconomically Disadvantaged	67	819	1,653	759	2,779,680	737
English Learners	17	776	695	716	1,530,297	716
Students with Disabilities	48	729	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

7.5.78

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		12.7	7.4		16.6	14.4
Graduation Rate		N/A	N/A		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State

7.5.79

All Students	N/A	320	N/D
Black or African American	N/A	7	N/D
American Indian or Alaska Native	N/A	3	N/D
Asian	N/A	12	N/D
Filipino	N/A	7	N/D
Hispanic or Latino	N/A	70	N/D
Native Hawaiian or Pacific Islander	N/A	1	N/D
White	N/A	204	N/D
Two or More Races	N/A	2	N/D
Socioeconomically Disadvantaged	N/A	87	N/D
English Learners	N/A	12	N/D
Students with Disabilities	N/A	22	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	N/A	[redacted]
English	N/A	

7.5.80

Fine and Performing Arts	N/A	
Foreign Language	N/A	
Mathematics	N/A	
Science	N/A	
Social Science	N/A	
All courses	N/A	

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

XII. Instructional Planning and Scheduling

Professional Development

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

Western Placer Unified School District generally provides three Staff Development Days each year to all teachers. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit.

7.5.81

Executive Summary School Accountability Report Card, 2011–12

For Lincoln Crossing Elementary

Address:	635 Groveland Ln., Lincoln, CA, 95648	**Phone:**	(916) 434-5292
Principal:	Kevin Kurtz, Principal	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lincoln Crossing Elementary School opened in August of 2006. Based on a farm theme, the school operates on the principle of partnership between staff, parents, students, and community. This partnership focuses on creating a safe, respectful, positive and consistent. Excellence in teaching, learning, parenting and community support is the key to helping our students achieve their fullest potential. Each individual in this partnership is encouraged to take an active part in helping the school be a place where the needs of students are met. Music and Science are considered core curriculum with students receiving instruction in these areas by a music and science teacher. To support the social, emotional and academic growth of students, the school: has implemented the Franklin/Covey Leader in Me program that promotes using Covey's 7 Habits of Highly Effective People and leadership all students learning to be leaders at school and in their community; provides focused instruction based on an analysis of student progress that addresses the academic level of students through weekly tailored lessons; encourages the involvement of parents through classroom volunteers, the WatchDOG program (where Dad's volunteer one day a year), the Art Docent Program (with parents teaching monthly art lessons), and an active Parent Teacher Club.

Student Enrollment

Group	Enrollment
Number of students	630
Black or African American	1.9%
American Indian or Alaska Native	1.4%
Asian	6.8%
Filipino	4.4%
Hispanic or Latino	17.1%

7.582

Native Hawaiian or Pacific Islander	1.3%
White	61.9%
Two or More Races	5.1%
Socioeconomically Disadvantaged	18.4%
English Learners	8.7%
Students with Disabilities	8.1%

Teachers

Indicator	Teachers
Teachers with full credential	30
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	66%
Mathematics	70%
Science	68%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	853
Statewide Rank (from 2011 Base API Report)	7
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 17
2012–13 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

Campus found to be in excellent condition

Repairs Needed

No repairs needed

Corrective Actions Taken or Planned

No corrective actions needed

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$11,579
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent

7.5.84

Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

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Contact Information (School Year 2012–13)

School		District	
School Name	Lincoln Crossing Elementary	**District Name**	Western Placer Unified
Street	635 Groveland Ln.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 434-5292	**Superintendent**	Scott Leaman
Principal	Kevin Kurtz, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	kkurtz@wpusd.k12.ca.us	**CDS Code**	31669510113068

School Description and Mission Statement (School Year 2011–12)

Lincoln Crossing Elementary School opened in August of 2006. The school serves students in grades K-5 with RSP and Speech support services offered. Science and music curriculum is provided to students in grades 1-5. The school has a library, computer lab, and multipurpose room.

The school vision is as follows:

At Lincoln Crossing Elementary School everyone works together to create a positive atmosphere where students are becoming independent learners.

Opportunities for Parental Involvement (School Year 2011–12)

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 coordinating monthly events/activities that include an annual spaghetti/silent auction, movie nights, jog-a-thon, father/daughter dance, moms/kids muffins breakfast, 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.
- Dad's serving as a WatchDOG by volunteering at least one day a year on campus. These dad's help in their child's classrooms and provide extra supervision during lunches and recesses.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan.
- Volunteering in their child's classroom and/or assisting the teacher with various activities on and off campus.

Attending class fieldtrips scheduled throughout the school year.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	108	**Grade 8**	0
Grade 1	107	**Ungraded Elementary**	0

7.5.86

Grade 2	102	**Grade 9**	0
Grade 3	104	**Grade 10**	0
Grade 4	104	**Grade 11**	0
Grade 5	105	**Grade 12**	0
Grade 6	0	**Ungraded Secondary**	0
Grade 7	0	**Total Enrollment**	630

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.9%
American Indian or Alaska Native	1.4%
Asian	6.8%
Filipino	4.4%
Hispanic or Latino	17.1%
Native Hawaiian or Pacific Islander	1.3%
White	61.9%
Two or More Races	5.1%
Socioeconomically Disadvantaged	18.4%
English Learners	8.7%
Students with Disabilities	8.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-20	21-32	33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-20	21-32	33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-20	21-32	33+
K	26	0	4	0					27.0	0	4	0
1	25	0	4.5	0					24.3	0	4	0
2	25	0	4	0					24.4	0	5	0
3	25	0	4.5	0					23.5	1	3	0
4	30	0	3.5	0					29.3	0	4	0
5	31	0	3.5	0					30.7	0	3	0
6	0	0	0	0								
Other	0	0	0	0					0.0	3	0	0

7.5.87

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-22	2009–10 Number of Classes* 23-32	2009–10 Number of Classes* 33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-22	2010–11 Number of Classes* 23-32	2010–11 Number of Classes* 33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-22	2011–12 Number of Classes* 23-32	2011–12 Number of Classes* 33+
English	N/A	N/A	N/A	N/A								
Mathematics	N/A	N/A	N/A	N/A								
Science	N/A	N/A	N/A	N/A								
Social Science	N/A	N/A	N/A	N/A								

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

III. School Climate

School Safety Plan (School Year 2011–12)

The School Safety Plan, revised and approved in November of each year, lays out a plan for insuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to insure 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. Emergency procedures are rehearsed throughout the school year. The Covey Leadership Program is in place to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	.001	.001	.004			
Expulsions	0	0	0		.005	.002

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

IV. School Facilities

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School Facility Conditions and Planned Improvements (School Year 2012–13)

The campus and grounds are in good repair.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None
Interior: Interior Surfaces		X			None
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			None
Electrical: Electrical		X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			None
Safety: Fire Safety, Hazardous Materials		X			None
Structural: Structural Damage, Roofs		X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	28	30	30	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0%	0%

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	[redacted]
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	.2	[redacted]
Social Worker	0	
Nurse	.1	

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Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.0	
Other	N/A	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010	YES	0%
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0%
Science	FOSS Science 2008	YES	0%
History-Social Science	Scott Foresman History Social Science for CA 2006	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

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School Site	$13,775	$2,196	$11,579	$75,217
District			$6,369	$67,291
Percent Difference – School Site and District			83%	12%
State			$5,455	$66,336
Percent Difference – School Site and State			112%	13%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

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).
- Instructional supplies (classroom books, etc.)
- Teacher stipends for choir, after school tutoring, and after school clubs.
- Assemblies that address academic, social, and emotional skills of students.

Resources for parents.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486

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Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

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

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	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	61%	65%	66%	56%	59%	62%	52%	54%	56%
Mathematics	67%	69%	70%	49%	51%	51%	48%	50%	51%
Science	70%	68%	68%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	66%	70%	68%	0%
Male	62%	70%	60%	0%
Female	71%	69%	77%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	70%	82%	0%	0%
Filipino	55%	75%	0%	0%
Hispanic or Latino	62%	69%	61%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	68%	69%	77%	0%
Two or More Races	65%	70%	0%	0%
Socioeconomically Disadvantaged	60%	68%	54%	0%
English Learners	38%	50%	27%	0%
Students with Disabilities	31%	49%	0%	0%
Students Receiving Migrant Education Services				

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

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California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				57%	61%	59%	54%	59%	56%
Mathematics				50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						

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Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.20%	32.70%	26.90%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The ***statewide API rank*** ranges from 1 to 10. A statewide rank of 1 means that the school has an API

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score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

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

API Rank	2009	2010	2011
Statewide	7	7	7
Similar Schools	2	1	1

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-1	14	10
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		33	-4
Native Hawaiian or Pacific Islander			
White	21	-6	14
Two or More Races			
Socioeconomically Disadvantaged	-18	31	40
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State

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All Students at the School	407	853	4,720	826	4,664,264	788
Black or African American	3		69	763	313,201	710
American Indian or Alaska Native	6		59	811	31,606	742
Asian	31	881	173	887	404,670	905
Filipino	20	849	131	877	124,824	869
Hispanic or Latino	69	821	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	6		30	812	26,563	775
White	252	860	2,759	845	1,221,860	853
Two or More Races	19	865	154	855	88,428	849
Socioeconomically Disadvantaged	75	829	1,653	759	2,779,680	737
English Learners	35	770	695	716	1,530,297	716
Students with Disabilities	53	732	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes

Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For

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admission, application, and fee information see the *CSU Web page at* http://www.calstate.edu/admission/admission.shtml. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		12.7	7.4		16.6	14.4
Graduation Rate		N/A	N/A		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

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	N/A	N/A

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

XII. Instructional Planning and Scheduling

Professional Development

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

Western Placer Unified School District provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2012 - 2013. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit.

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Executive Summary School Accountability Report Card, 2011–12

For Sheridan

Address:	PO Box 268, Sheridan, CA, 95681-0268	**Phone:**	(530) 633-2591
Principal:	Kris Knutson, Principal	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Welcome to Sheridan Elementary School, where we have made great progress toward enriching student learning through real world experiences in a truly twenty-first century setting. Sheridan School opened its doors in 1864 and from that time to the present, it has served as the focal point of the small, country town for the students and their parents. Sheridan Elementary School is a public school, located in the Western Placer Unified School District between Lincoln and Wheatland.

Student Enrollment

Group	Enrollment
Number of students	78
Black or African American	0.0%
American Indian or Alaska Native	2.6%
Asian	0.0%
Filipino	2.6%
Hispanic or Latino	39.7%
Native Hawaiian or Pacific Islander	0.0%
White	52.6%
Two or More Races	2.6%
Socioeconomically Disadvantaged	64.1%
English Learners	24.4%
Students with Disabilities	11.5%

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	44%
Mathematics	63%
Science	46%
History-Social Science	0%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	809
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 4
2012–13 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

The campus and grounds are clean and in fairly good repair.

Repairs Needed

The swamp cooler that serves Food Services needs to be replaced.

Corrective Actions Taken or Planned

Pending availability of funds, the swamp cooler will be replaced

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$10,847
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Sheridan	**District Name**	Western Placer Unified
Street	PO Box 268	**Phone Number**	(916) 645-6350

7.5.106

City, State, Zip	Sheridan, CA, 95681-0268	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(530) 633-2591	**Superintendent**	Scott Leaman
Principal	Kris Knutson, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	knutson@wpusd.k12.ca.us	**CDS Code**	31669516031363

School Description and Mission Statement (School Year 2011–12)

Description:
Sheridan Elementary School serves kindergarten through fifth grade students and is located in the Western Placer Unified School District between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 90 students. The ethnic makeup is as follows: Caucasian 62%, Hispanic 35%, Asian 1%, American Indian 1 % and Pacific Islander 1%. We have a First Five grant funded parent participation preschool on site, as well as a state and federally funded Head-Start preschool facility on the school site. Both programs are 100% enrolled with waiting lists for each. Efforts are made to ensure that the transition from pre-school to kindergarten is a smooth and enjoyable experience. The Principal is Kris Knutson. Scott Leaman is the Western Placer Unified School District Superintendent.

Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten has a student to kindergarten staff ratio of less than twenty for half of the instructional day. Combination classes are in place. We have a first/second; a second/ third; and a fourth/fifth configuration.

Mission:
Parents and staff work together to provide quality in education for the students. Five important values indicate the level of commitment to growth and excellence – Sense of Responsibility; Moral and Ethical Behavior; Literacy; Healthy Life Style; and Critical Thinking. Here at Sheridan Elementary School, we foster the belief that everyone has the ability to achieve and we adhere to a learning model of response to intervention to ensure that this occurs.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: Positive Action, evacuation drills; monthly fire drills and emergency shut-down drills.. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by staff. More than 60 students attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place, as well as, our district crises plan. They work together to encompass the safety of all of our students, staff, parents and community.

Opportunities for Parental Involvement (School Year 2011–12)

We foster a strong belief that parents play a major role in our school community. Opportunities for involvement include: parent-teacher club; site based leadership team; classroom volunteers; field trip volunteers; and fundraisers. We

welcome volunteers on our campus!

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	14	Grade 8	0
Grade 1	14	Ungraded Elementary	0
Grade 2	15	Grade 9	0
Grade 3	12	Grade 10	0
Grade 4	10	Grade 11	0
Grade 5	13	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	78

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	2.6%
Asian	0.0%
Filipino	2.6%
Hispanic or Latino	39.7%
Native Hawaiian or Pacific Islander	0.0%
White	52.6%
Two or More Races	2.6%
Socioeconomically Disadvantaged	64.1%
English Learners	24.4%
Students with Disabilities	11.5%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-20	2009–10 Number of Classes* 21-32	2009–10 Number of Classes* 33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-20	2010–11 Number of Classes* 21-32	2010–11 Number of Classes* 33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-20	2011–12 Number of Classes* 21-32	2011–12 Number of Classes* 33+
K												
1	27		1		27		1		27.0		1	

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2												
3	27		1		27.0		1		27.0		1	
4												
5	23		1		23		1	0	23.0	0	1	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A				
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0	3	0	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009–10				2010–11				2011–12			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A								
Mathematics	N/A	N/A	N/A	N/A								
Science	N/A	N/A	N/A	N/A								
Social Science	N/A	N/A	N/A	N/A								

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

III. School Climate

School Safety Plan (School Year 2011–12)

District Crisis Response Support Team Plan

Western Placer Unified School Distr

Sheridan Elementary School
Safety Plan

EMERGENCY SCHOOL RELEASE PROCEDURES - NON LIFE THREATENING

In the event of an event that requires the dismissal of students before the end of the regular school day, the f

Administration will:

1. Contact the district office
2. Notify all classrooms
3. Direct designated staff to begin calling parents
4. Notify students as to how they will go home
5. Advise all incoming families to pick up students directly from the classrooms

Support staff (or anyone without a classroom) will:

1. Begin contacting families
   - List of family names will be given to callers with the absentee list of the day (Jill Miles will contact :
   - A. Caller #1 uses telephone in the rear of the office building (by mail boxes)
     B. Caller #2 phone in small room across from Principal's office
     C. Caller #3 uses telephone in Secretary's office
     D. Caller #4 uses telephone in Principal's office
   - Help with parent passes to classroom
   - When calling is completed, callers go to classroom and announce to students and teachers how each s
   - Callers return to office to coordinate all information
   - Students who walk home will meet siblings in the multi, check out with secretary, then leave the cam
   - Parents who pick up students must check in through the office before students will be released
   - Contact with the bus and van will be made immediately when the decision is made to close school
   - Callers list will include:
     a. All of the children in a family
     b. Teacher and room number
     c. Whether the student is a walker, rides a bus or a van
     d. At least two phone numbers
     e. Space for comments
2. Direct students as they exit school
3. Stand outside for bus duty

Teachers will:

1. Keep students in the classroom
2. Release walkers when directed
3. Release bus riders when directed
4. Dismiss students directly to families from classroom
5. Maintain a sign-out sheet so there is a written record indicating to whom students were released
6. Bring remaining students to the multi-purpose room when directed and remain there until further notice

EVACUATION PROCEDURES - LIFE THREATENING

Administration will:

1. Notify all personnel immediately over the "All Call" paging system with command "Evacuate, Evacuate, Ev
2. Call "911" for an immediate response. Sheridan School, 4730 H St, Sheridan

3. Inform the district office
4. Supervise student removal from campus

Teachers will:

1. At command "Evacuate, Evacuate, Evacuate", grab red emergency folder including attendance form.
2. Gather all of your students and take roll and signal with your emergency clipboard.
   - All students are safe and accounted for = GREEN
   - All students are not safe, accounted for = RED
3. Take keys- both school and personal. Leave doors locked.
4. Take cell phones- **do not** use until clearance has been announced. A cell phone can trigger a bomb.
5. IMMEDIATELY escort students to the evacuation center at the church parking lot on the corner of Ric
6. Students and teachers are not to leave in their own cars.
7. Students who live near the school are to remain with their teacher and class. (Only if the crisis conditic permission be granted to these students by the administrator in charge.)
8. At the evacuation center, teachers will again take roll, maintain control of class, and release students to released.)
9. Remain with class until further instructions are announced. Instructions will be given at the evacuation s

Other staff instructions:

1. Any adult on the campus will help move students in an orderly manner off the campus
2. Unless the emergency is a fire, lock gates after exit
3. Students in computer lab or room other than home room will follow procedure with the person in charge
4. If students are outside, the yard supervisor will see that they return to their home rooms or determine

LOCKDOWN

1. Directions will be given on "All Call" paging system. "Lockdown!" "Lockdown"
2. Lock classroom door
3. Direct students to "duck and cover"/no talking
4. Close curtain or blinds
5. Turn off lights
6. Take attendance
7. Place color card in the window
   - All students are safe and accounted for = GREEN
   - All students are not safe, accounted for, or if there is an injury = RED
8. Wait for further instructions

DO NOT OPEN THE DOOR FOR ANYONE - WAIT FOR CLEARANCE

Suspensions and Expulsions

Rate*	School 2009-10	School 2010-11	School 2011-12	District 2009-10	District 2010-11	District 2011-12

Suspensions	0	0	0	12.4	13.2	13.4
Expulsions	0	0	0	.3	.22	.49

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The school campus and ground are in fair condition. Multi/Food Service swamp cooler to be replaced summer 2013 as funding allows.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Swamp cooler, food services needs replacement
Interior: Interior Surfaces		X			Older campus, well used
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
Electrical: Electrical		X			Low voltage and phone wiring needs update
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			N/A
Safety: Fire Safety, Hazardous Materials		X			N/A
Structural: Structural Damage, Roofs		X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			N/A
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	5	4	3	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of	0	0	0	3

Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	00	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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	97%	3
High-Poverty Schools in District	97%	3
Low-Poverty Schools in District	100	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0

7.5.113

Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (librarian)	.6
Library Media Services Staff (paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010	YES	0
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0
Science	FOSS Science 2008	YES	0
History-Social Science	Scott Foresmann: History Social Science for CA	YES	0
Foreign Language	N/A	n/a	n/a
Health	N/A	n/a	n/a
Visual and Performing Arts	N/A	n/a	n/a
Science Laboratory Equipment (grades 9-12)	N/A	n/a	n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$10,847	$1647	$9,200	$83,683
District			$6,369	$67,291
Percent Difference – School Site and District			44%	24%
State			$5,455	$66,336
Percent Difference – School Site and State			69%	26%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Narrative provided by the LEA.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480

Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–	2010–	2011–	2009–	2010–	2011–	2009–	2010–	2011–

	10	11	12	10	11	12	10	11	12
English-Language Arts	40%	53%	44%	56%	59%	62%	52%	54%	56%
Mathematics	54%	61%	63%	49%	51%	51%	48%	50%	51%
Science	0%	75%	46%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	44%	63%	46%	0%
Male	30%	57%	0%	0%
Female	76%	76%	0%	0%
Black or African American				
American Indian or Alaska Native	0%	0%	0%	0%
Asian				
Filipino	0%	0%	0%	0%
Hispanic or Latino	46%	71%	0%	0%
Native Hawaiian or Pacific Islander				
White	46%	63%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	29%	53%	0%	0%
English Learners	25%	67%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				57%	61%	59%	54%	59%	56%
Mathematics				50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or						

Pacific Islander						
White						
Two **or More** Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.70%	23.10%	46.20%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	6	5	5
Similar Schools			

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-22	18	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	47	809	4,720	826	4,664,264	788
Black or African	0		69	763	313,201	710

7.5.120

American						
American Indian or Alaska Native	1		59	811	31,606	742
Asian	0		173	887	404,670	905
Filipino	2		131	877	124,824	869
Hispanic or Latino	21	817	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	0		30	812	26,563	775
White	22	806	2,759	845	1,221,860	853
Two or More Races	1		154	855	88,428	849
Socioeconomically Disadvantaged	27	764	1,653	759	2,779,680	737
English Learners	12	766	695	716	1,530,297	716
Students with Disabilities	7		664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

7.5.122

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate					12.7	7.4		16.6	14.4
Graduation Rate					83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A

7.5.13

Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2011–12)

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	N/A	

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

XII. Instructional Planning and Scheduling

Professional Development

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

0

7.5.124

Executive Summary School Accountability Report Card, 2011–12

For Twelve Bridges Elementary

Address:	2450 Eastridge Drive, Lincoln, CA, 95648-8282	**Phone:**	(916) 434-5220
Principal:	Daniela Thompson	**Grade Span:**	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Students, parents, teachers, and staff are valued and treated with respect at Twelve Bridges Elementary. Students demonstrate their "Tiger Traits" by being respectful, responsible, and safe.

In addition to the standards-based curriculum, a variety of learning opportunities are offered such as hands-on activities involving classroom gardens, outdoor learning circles, and technology.

Additionally, there is:

*Science curriculum taught by a science specialist weekly
*Greenhouse utilized by students on a regular basis
*Orchard, planted, and maintained by students and volunteers
*School-wide music program taught by a music specialist
*After-school band and choir program for upper grades
*Comprehensive art program taught by teachers and Art Docents
*Fully stocked Art Room, equipped with a kiln
*Technology, including a mobile lab of i-pads currently used by grades 4 and 5
*Physical education opportunities including a circuit training center and rock-climbing walls

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.

Student Enrollment

Group	Enrollment
Number of students	687
Black or African American	2.3%
American Indian or Alaska Native	1.0%
Asian	6.3%
Filipino	2.9%
Hispanic or Latino	12.2%

7.5.125

Native Hawaiian or Pacific Islander	0.1%
White	74.2%
Two or More Races	0.9%
Socioeconomically Disadvantaged	8.2%
English Learners	3.5%
Students with Disabilities	8.7%

Teachers

Indicator	Teachers
Teachers with full credential	32
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	1
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	73%
Mathematics	77%
Science	74%
History-Social Science	N/A

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	882
Statewide Rank (from 2011 Base API Report)	8
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 9 of 9
2012–13 Program Improvement Status (PI Year)	N/A

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

School Facilities

7,5,126

Summary of Most Recent Site Inspection

This campus is in excellent condition and does not require any major repair at this time.

Repairs Needed

N/A

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,161
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

7.5.127

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Twelve Bridges Elementary	**District Name**	Western Placer Unified
Street	2450 Eastridge Drive	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-8282	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 434-5220	**Superintendent**	Scott Leaman
Principal	Daniela Thompson	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	dthompson@wpusd.k12.ca.us	**CDS Code**	31669510106443

School Description and Mission Statement (School Year 2011–12)

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:
33 classrooms (includes 2 science, 2 music, 2 kinder, 1 Special Day Class, 1 Resource Specialist, 1 Speech Pathologist, and Intervention); Library; Technology Lab; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Vice Principal, Secretary, Attendance Clerk, Clerk, Health Clerk, and School Psychologist).

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. There has been a recent focus on positive behavior intervention. Our "Tiger Traits" were developed to emphasize three school-wide rules: Be Respectful, Be Safe, and Be Responsible. In addition, students are recognized with a "Tiger PAW" for demonstrating Qualities of Greatness, which is based on *The Nurtured Heart Approach* philosophy.

The collaborative culture at the site fosters purposeful communication and informed decision making. Teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis.

Opportunities for Parental Involvement (School Year 2011–12)

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 supporting school-wide events and enrichment programs through well planned fundraisers. The PTC organizes family events such as: Movie Night, Skate Night,

Restaurant Nights, Harvest Festival, and the Daddy-Daughter Dance. The Fun Run, Golf Tournament, and Fireworks booth are the main fundraisers each 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.

The School Site Council (SSC) meets monthly and is comprised of parents, teachers, and administration. Documents such as the Single Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated by the SSC. The SSC also monitors progress on school-wide goals and site budget allocations.

Specifically for fathers, TBE has the WatchDOGS Program (Dads of Great Students). Dads volunteer to spend the day on campus and participate in the classroom, recess, lunch, and other activities. DOGS are warmly welcomed and their presence is greatly appreciated on campus.

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.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	98	Grade 8	0
Grade 1	118	Ungraded Elementary	0
Grade 2	120	Grade 9	0
Grade 3	128	Grade 10	0
Grade 4	112	Grade 11	0
Grade 5	111	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	687

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.3%
American Indian or Alaska Native	1.0%
Asian	6.3%
Filipino	2.9%
Hispanic or Latino	12.2%
Native Hawaiian or Pacific Islander	0.1%
White	74.2%
Two or More Races	0.9%
Socioeconomically Disadvantaged	7.9%
English Learners	4.1%

Students with Disabilities	8.7%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Num of Classes*	
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32
K	24.8	0	5	0	23.6	0	5	0	24.5	0	4
1	21.5	0	6	0	21.0	3	3	0	23.6	1	4
2	19.3	3	3	0	21.5	2	4	0	24.0	0	5
3	19.2	5	0	0	23.8	0	5	0	25.2	0	5
4	30.6	0	3	0	29.4	0	4	0	26.4	1	4
5	32.6	0	1	2	31.4	0	4	0	31.0	0	3
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

III. School Climate

School Safety Plan (School Year 2011–12)

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised November, 2012. The plan includes procedures for emergencies. We practice fire drills monthly, earthquake drills twice a year, and lock-down drills twice a 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. 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 sticker. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	0	0	12.4	N/D	LEA provided
Expulsions	0	0	0	.3	.002	LEA provided

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

This campus is in excellent condition, no major improvements are scheduled

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	X				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	33	35	32	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in	0%	0%

District		

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	N/A	
Library Media Teacher (librarian)	N/A	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	0.6	
Social Worker	N/A	
Nurse	0.2	
Speech/Language/Hearing Specialist	1.0	
Resource Specialist (non-teaching)	1.0	
Other	N/A	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: September, 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective	YES	0%

	Reading 2002; Medallions 2010		
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0%
Science	FOSS Science 2008	YES	0%
History-Social Science	Scott Foresmann: History Social Science for CA 2006	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,880	$1,719	$6,161	$66,262
District			$6,369	$67,291
Percent Difference – School Site and District			-3%	-2%
State			$5,455	$66,511
Percent Difference – School Site and State			13%	0%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Categorical funds were used in 2011-12 for: Purchasing assessment and communication software (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 chess; and student recognition for perfect attendance.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	74%	70%	73%	56%	59%	62%	52%	54%	56%
Mathematics	76%	72%	77%	49%	51%	51%	48%	50%	51%
Science	73%	77%	74%	58%	62%	63%	54%	57%	60%
History-Social Science	0%	0%	0%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	73%	77%	74%	0%
Male	71%	82%	73%	0%
Female	76%	71%	75%	0%

Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	74%	94%	0%	0%
Filipino	73%	93%	0%	0%
Hispanic or Latino	67%	65%	62%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	76%	78%	74%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	55%	47%	0%	0%
English Learners	28%	67%	0%	0%
Students with Disabilities	44%	46%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%
Mathematics	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.50%	31.00%	40.70%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	9	9	8
Similar Schools	2	4	1

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	13	-19	19
Black or African American			

American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	16	-22	20
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	452	882	4,720	826	4,664,264	788
Black or African American	10		69	763	313,201	710
American Indian or Alaska Native	5		59	811	31,606	742
Asian	30	906	173	887	404,670	905
Filipino	14	922	131	877	124,824	869
Hispanic or Latino	60	829	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	1		30	812	26,563	775
White	327	895	2,759	845	1,221,860	853
Two or More Races	5		154	855	88,428	849
Socioeconomically Disadvantaged	37	780	1,653	759	2,779,680	737
English Learners	22	794	695	716	1,530,297	716

Students with Disabilities	62	709	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012

Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		12.7	7.4		16.6	14.4
Graduation Rate		N/A	N/A		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	LEA Provided	N/D
Black or African American	N/A	LEA Provided	N/D
American Indian or Alaska Native	N/A	LEA Provided	N/D
Asian	N/A	LEA Provided	N/D
Filipino	N/A	LEA Provided	N/D
Hispanic or Latino	N/A	LEA Provided	N/D
Native Hawaiian or Pacific Islander	N/A	LEA Provided	N/D
White	N/A	LEA Provided	N/D
Two or More Races	N/A	LEA Provided	N/D
Socioeconomically Disadvantaged	N/A	LEA Provided	N/D
English Learners	N/A	LEA Provided	N/D
Students with Disabilities	N/A	LEA Provided	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent

2011-12 Students Enrolled in Courses Required for UC/CSU Admission	
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

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	N/A	

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

XII. Instructional Planning and Scheduling

Professional Development

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

Western Placer Unified School District generally provides three Staff Development Days each year to all teachers. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit.

Executive Summary School Accountability Report Card, 2011–12

For Glen Edwards Middle

Address:	204 L St., Lincoln, CA, 95648-1674	**Phone:**	(916) 645-6370
Principal:	Dr. Shelly Hoover, Principal	**Grade Span:**	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 700 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.

Student Enrollment

Group	Enrollment
Number of students	719
Black or African American	1.0%
American Indian or Alaska Native	1.4%
Asian	3.1%
Filipino	1.4%
Hispanic or Latino	38.2%
Native Hawaiian or Pacific Islander	0.4%
White	51.3%
Two or More Races	3.2%
Socioeconomically Disadvantaged	53.3%
English Learners	23.2%

Students with Disabilities	11.4%

Teachers

Indicator	Teachers
Teachers with full credential	32
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	53%
Mathematics	46%
Science	64%
History-Social Science	50%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	778
Statewide Rank (from 2011 Base API Report)	6
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 11 of 21
2012–13 Program Improvement Status (PI Year)	Year 2

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

School Facilities

Summary of Most Recent Site Inspection

This campus is in good repair. There are modernization needs for the restrooms that are subject to budgetary constraints. There was a concerted effort to eliminate uneven sidewalks during summer 2012.

Repairs Needed

There are a few existing uneven sidewalks that need repair.

Corrective Actions Taken or Planned

Uneven sidewalk repair/replacement scheduled, summer 2013.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,947
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is

generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Glen Edwards Middle	**District Name**	Western Placer Unified
Street	204 L St.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-1674	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6370	**Superintendent**	Scott Leaman
Principal	Dr. Shelly Hoover	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	shoover@wpusd.k12.ca.us	**CDS Code**	31669516108351

School Description and Mission Statement (School Year 2011–12)

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 700 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.

Opportunities for Parental Involvement (School Year 2011–12)

Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC); Association of Parents, Teachers, and Students (APTS); Watch D.O.G.S.; Eyes on Campus; School Wide Positive Behavior Support (PBS) Team; Master Schedule Committee; classroom visitations; and fundraising for specific programs.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	**Grade 8**	237
Grade 1	0	**Ungraded Elementary**	0
Grade 2	0	**Grade 9**	0
Grade 3	0	**Grade 10**	0
Grade 4	0	**Grade 11**	0
Grade 5	0	**Grade 12**	0
Grade 6	245	**Ungraded Secondary**	0
Grade 7	237	**Total Enrollment**	719

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	1.4%
Asian	3.1%
Filipino	1.4%
Hispanic or Latino	38.2%
Native Hawaiian or Pacific Islander	0.4%
White	51.3%
Two or More Races	3.2%
Socioeconomically Disadvantaged	53.3%
English Learners	23.2%
Students with Disabilities	11.4%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.6	8	16	3	25.5	7	12	8	25.0	6	10	4
Mathematics	25.9	3	23	4	24.1	8	14	7	24.5	7	8	5
Science	29.9	3	17	4	28.7	4	14	6	32.0	1	3	11
Social Science	28.1	2	16	4	31.3	2	12	8	33.1	0	4	10

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

III. School Climate

School Safety Plan (School Year 2011–12)

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

Objectives:

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

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	29.4	16.7	8.7	12.4	N/D	11.3
Expulsions	.05	.004	.5	.3	.002	.001

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The campus is in fairly good condition. Uneven sidewalks will be addressed summer, 2013.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Storm drain repair is planned for summer 2013

Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Some electrical upgrades are planned for summer 2013
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		Restroom modernization – dependent on budget
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Uneven sidewalks to be repaired/replaced, summer 2013
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	**30**	**31**	32	311
Without Full Credential	**0**	**0**	0	0
Teaching Outside Subject Area of Competence (with full credential)	**1**	**0**	1	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	99%	1%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	1,438
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.5	
Social Worker	0	
Nurse	.2	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	0	
Other	5	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also

represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: September 2013

Core Curriculum Area	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Yes	0%
Mathematics	Yes	0%
Science	Yes	0%
History-Social Science	Yes	0%
Foreign Language	N/A	N/A
Health	Yes	0%
Visual and Performing Arts	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$8,912	$1,985	$6,947	$71,417
District			$6,369	$67,291
Percent Difference – School Site and District			9%	6%
State			$5,455	$66,511
Percent Difference – School Site and State			27%	7%

7, S. 155

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Staff professional development, instructional support, and extended learning time are funded by Title I. Staff professional development, instructional materials and support for English Learners are funded by EIA. Specific programs include AVID, Better 2 Best, afterschool-tutoring, and Language Arts and Math intervention during the school day.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	53%	54%	53%	56%	59%	62%	52%	54%	56%
Mathematics	48%	50%	46%	49%	51%	51%	48%	50%	51%
Science	51%	46%	64%	58%	62%	63%	54%	57%	60%
History-Social Science	43%	46%	50%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	53%	46%	64%	50%
Male	46%	47%	60%	51%
Female	59%	46%	67%	50%

Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	68%	64%	0%	0%
Filipino	64%	82%	0%	0%
Hispanic or Latino	40%	35%	47%	36%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	61%	54%	75%	61%
Two or More Races	65%	52%	0%	0%
Socioeconomically Disadvantaged	40%	38%	49%	32%
English Learners	9%	12%	7%	0%
Students with Disabilities	23%	18%	36%	33%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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

California High School Exit Examination

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

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site athttp://cahsee.cde.ca.gov/.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%
Mathematics	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A

Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	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	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	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	N/A

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	22.00%	30.80%	21.50%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	7	6	6
Similar Schools	6	2	1

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-7	5	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-19	33	-28
Native Hawaiian or Pacific Islander			
White	1	-10	-5
Two or More Races			
Socioeconomically Disadvantaged	-15	14	-13
English Learners	-26	21	-20
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	651	778	4,720	826	4,664,264	788
Black or African American	5		69	763	313,201	710

American Indian or Alaska Native	8		59	811	31,606	742
Asian	21	853	173	887	404,670	905
Filipino	10		131	877	124,824	869
Hispanic or Latino	255	726	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	3		30	812	26,563	775
White	328	811	2,759	845	1,221,860	853
Two or More Races	21	842	154	855	88,428	849
Socioeconomically Disadvantaged	349	726	1,653	759	2,779,680	737
English Learners	152	670	695	716	1,530,297	716
Students with Disabilities	90	609	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do

not make AYP. For detailed information about PI identification, see the CDE*PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11

Dropout Rate	N/A	N/A	N/A	12.7	7.4	16.6	14.4
Graduation Rate	N/A	N/A	N/A	83.60	85.45	74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent

2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

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

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

XII. Instructional Planning and Scheduling

Professional Development

Western Placer Unified School District provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2011 – 2012. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit.

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Executive Summary School Accountability Report Card, 2011–12

For Twelve Bridges Middle

Address:	770 Westview Dr., Lincoln, CA, 95648-7823	**Phone:**	(916) 434-5270
Principal:	Stacey Brown, Principal	**Grade Span:**	6-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The administration and staff focus is academic excellence and social development. Students are challenged academically and given various opportunities to grow socially. Middle school is the bridge between self contained elementary classes and a high school schedule. Our sixth grade consists of two person teams typically divided into a class for Language Arts and History and a second teacher for Math and Science. This team concept allows for an easy transition from elementary to middle school. We prepare our seventh and eighth grade students by offering a period schedule in preparation for a high school style schedule. Not only are the students challenged academically, we provide wonderful co-curricular and extra-curricular programs. Through thoughtful articulation with our elementary and high school partners our students are well prepared to continue their academic excellence.

Student Enrollment

Group	Enrollment
Number of students	822
Black or African American	2.3%
American Indian or Alaska Native	1.5%
Asian	4.4%
Filipino	3.9%
Hispanic or Latino	18.4%
Native Hawaiian or Pacific Islander	0.6%
White	65.3%
Two or More Races	3.6%
Socioeconomically Disadvantaged	21.3%
English Learners	6.6%
Students with Disabilities	10.5%

Teachers

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Indicator	Teachers
Teachers with full credential	38
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	79%
Mathematics	68%
Science	87%
History-Social Science	75%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	895
Statewide Rank (from 2011 Base API Report)	9
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 17
2012–13 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

Twelve Bridges Middle School campus and grounds are inspected annually and all are in very good condition.

Repairs Needed

There are no issues requiring repair outside of normal maintenance.

Corrective Actions Taken or Planned

N/A

Curriculum and Instructional Materials

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Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,223
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

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Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Twelve Bridges Middle	**District Name**	Western Placer Unified
Street	770 Westview Dr.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-7823	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 434-5270	**Superintendent**	Scott Leaman
Principal	Stacey Brown, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	sbrown@wpusd.k12.ca.us	**CDS Code**	31669510111385

School Description and Mission Statement (School Year 2011–12)

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. Our goal is for our students to not only become responsible and well rounded individuals, but also to become productive citizens.

Opportunities for Parental Involvement (School Year 2011–12)

Parent involvement is a fundamental part of our success. The community and parents are kept informed through a number of methods. Our school web site, newsletter, on-line home work hotline and telephone announcement system keep the community up to date on school events and activities. Parents are an integral part of school activities being involved in such events as awards celebrations, dances and teaching in the Robotics or Astronomy programs. Parents and community members are an important part of our academic success. We encourage participation in our Parent Teacher Club; they are invaluable in fundraising and hands-on support for practically every extra-curricular program at TBMS. Academic excellence is monitored and evaluated by our Site Based Leadership Team. SBLT analyzes testing and data and provides recommendations for student success.

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Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	259
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	266	Ungraded Secondary	0
Grade 7	295	Total Enrollment	822

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.0%
American Indian or Alaska Native	2.0%
Asian	4.0%
Filipino	4.0%
Hispanic or Latino	19.0%
Native Hawaiian or Pacific Islander	0%
White	65%
Two or More Races	4%
Socioeconomically Disadvantaged	21%
English Learners	4%
Students with Disabilities	10%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A											
1	N/A											
2	N/A											
3	N/A											
4	N/A											
5	N/A											
6	N/A											
Other	N/A											

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

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Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.9	13	19	2	24.3	13	17	0	29.0	0	26	2
Mathematics	25.2	13	19	2	25.1	14	17	0	27.0	9	21	0
Science	28.1	0	27	2	27.8	1	26	1	31.0	0	24	4
Social Science	28.3	1	23	5	27.4	2	26	0	31.0	0	22	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.

III. School Climate

School Safety Plan (School Year 2011–12)

The TBMS School Safety Plan includes a Crisis Response Plan, monthly fire drills, semiannual lockdown drills and annual evacuation drills. The plan 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 lockdown drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside. We always operate with locked classrooms for safety and have a strong working relationship with the Lincoln Police Department.

Two separate lunch periods are monitored by four noon-duty aides to assist in the lunch time supervision. 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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	.16	.19	8.7	975	690	748
Expulsions	.001	.002	.5	15	4	8

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Twelve Bridges Middle School is in very good condition. No planned improvements for the school year.

School Facility Good Repair Status (School Year 2012–13)

	Repair Status	Repair Needed and

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System Inspected	Exemplary	Good	Fair	Poor	Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		yes			N/A
Interior: Interior Surfaces		yes			N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		yes			N/A
Electrical: Electrical		yes			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains		yes			N/A
Safety: Fire Safety, Hazardous Materials		yes			N/A
Structural: Structural Damage, Roofs		yes			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		yes			N/A
Overall Rating		yes			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	38	38	38	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and

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demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1	
Psychologist	.5	
Social Worker	0	
Nurse	.25	
Speech/Language/Hearing Specialist	.5	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

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Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature & Language Arts 2003 Hampton Brown High Point Intervention/ELD (2003)	YES	0%
Mathematics	Holt Mathematics Course 1&2 McDougall Little Alg.1 (2009)	YES	0%
Science	Prentice Hall: Earth, Life and Physical Science (2008)	YES	0%
History-Social Science	Holt: Ancient Civilization, Medieval to Early Modern Times, U.S. Hist. Independence to 1914 (2007)	YES	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$7,903	$1,680	$6,223	$63,483
District			$6,369	$67,291
Percent Difference – School Site and District			-2%	-6%
State			$5,455	$66,336
Percent Difference – School Site and State			14%	-5%

Note: Cells shaded in black do not require data.

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

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of*

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

Types of Services Funded (Fiscal Year 2011–12)

Twelve Bridges Middle School students have the opportunity to participate in a variety of special programs. Special education and intervention support are offered through district and state funding. GATE after-school small group opportunities are available to qualifying students. We offer a full range of elective classes including art, band and high tech classes. Students may also participate in Leadership programs.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	74%	75%	79%	56%	59%	62%	52%	54%	56%
Mathematics	66%	69%	68%	49%	51%	51%	48%	50%	51%
Science	82%	82%	87%	58%	62%	63%	54%	57%	60%
History-Social Science	74%	74%	75%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	79%	68%	87%	75%
Male	75%	69%	88%	78%
Female	81%	68%	85%	73%
Black or African American	75%	44%	0%	0%
American Indian or Alaska Native	73%	40%	0%	0%
Asian	81%	72%	91%	100%
Filipino	82%	85%	0%	0%
Hispanic or Latino	66%	59%	84%	74%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	81%	72%	88%	73%
Two or More Races	90%	55%	82%	88%
Socioeconomically	63%	51%	79%	60%

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Disadvantaged				
English Learners	17%	7%	0%	0%
Students with Disabilities	37%	23%	0%	25%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	N/A	N/A	N/A	57%	61%	59%	54%	59%	56%
Mathematics	N/A	N/A	N/A	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						

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Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	19.30%	29.40%	29.70%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

The ***similar schools API rank*** reflects how a school compares to 100 statistically matched

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

API Rank	2009	2010	2011
Statewide	9	9	9
Similar Schools	10	9	9

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	21	4	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	63	4	9
Native Hawaiian or Pacific Islander			
White	11	4	4
Two or More Races			
Socioeconomically Disadvantaged	22	9	10
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	779	895	4,720	826	4,664,264	788
Black or African American	15	874	69	763	313,201	710
American Indian or Alaska Native	12	866	59	811	31,606	742
Asian	34	925	173	887	404,670	905
Filipino	32	931	131	877	124,824	869
Hispanic or Latino	145	874	1,344	774	2,425,230	740

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Native Hawaiian or Pacific Islander	3		30	812	26,563	775
White	509	896	2,759	845	1,221,860	853
Two or More Races	29	922	154	855	88,428	849
Socioeconomically Disadvantaged	155	831	1,653	759	2,779,680	737
English Learners	46	792	695	716	1,530,297	716
Students with Disabilities	96	648	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		3

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Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		N/A	N/A		12.7	7.4		16.6	14.4
Graduation Rate		N/A	N/A		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	N/A		N/D

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Black or African American	N/A		N/D
American Indian or Alaska Native	N/A		N/D
Asian	N/A		N/D
Filipino	N/A		N/D
Hispanic or Latino	N/A		N/D
Native Hawaiian or Pacific Islander	N/A		N/D
White	N/A		N/D
Two or More Races	N/A		N/D
Socioeconomically Disadvantaged	N/A		N/D
English Learners	N/A		N/D
Students with Disabilities	N/A		N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

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

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2011–12)

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	N/A	

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

XII. Instructional Planning and Scheduling

Professional Development

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

There are two early release days a month for the staff to articulate and develop curriculum. In addition the district provides staff development on an individual basis depending on the grade level and curriculum.

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Executive Summary School Accountability Report Card, 2011–12

For Lincoln High

Address:	790 J St., Lincoln, CA, 95648-1614	**Phone:**	(916) 645-6360
Principal:	Principal Jay Berns, Principal	**Grade Span:**	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Lincoln High School has experienced considerable growth over the past five years. Our student enrollment ha students in 2011-2012. Along with increased enrollment, we have added A.P. classes, California High School and after school (LHS Peer Tutoring), and career technical education (CTE) opportunities.

WELCOME MESSAGE FROM THE PRINCIPAL

Welcome to Lincoln High School, home of the "Fighting Zebras." We have an outstanding staff of certificated the education and wellbeing of our students. Our curricular offerings accommodate interests of all students. career technical education classes, including those held at our 406 acre farm.

Extracurricular activities include athletics, drama productions, marching band and a number of clubs. We enc

It is our goal to provide all students with the support they need to become successful, productive citizens.

Student Enrollment

Group	Enrollment
Number of students	1,478
Black or African American	2.0%
American Indian or Alaska Native	0.9%
Asian	3.0%
Filipino	2.4%
Hispanic or Latino	27.1%
Native Hawaiian or Pacific Islander	0.7%
White	61.8%
Two or More Races	2.1%

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Socioeconomically Disadvantaged	34.1%
English Learners	12.0%
Students with Disabilities	9.6%

Teachers

Indicator	Teachers
Teachers with full credential	66
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	58%
Mathematics	30%
Science	60%
History-Social Science	57%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	786
Statewide Rank (from 2011 Base API Report)	7
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 13 of 18
2012–13 Program Improvement Status (PI Year)	

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

School Facilities

Summary of Most Recent Site Inspection

This campus is in generally fair condition with the exception of the repairs listed below.

Repairs Needed

Roof replacement (Auto Shop), chiller has ongoing repair issues, lighting in gymnasium is inadequate.

Corrective Actions Taken or Planned

All of the above repairs/replacements are subject to budgetary limitations, if funds are available, work could be scheduled for summer of 2013.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$6,239
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	90.40

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	LEA Provided
Graduates Who Completed All Courses Required for University of California or	32.5%

California State University Admission	

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2012–13)

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School		District	
School Name	Lincoln High	**District Name**	Western Placer Unified
Street	790 J St.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-1614	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6360	**Superintendent**	Scott Leaman
Principal	Principal Jay Berns, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	jberns@wpusd.k12.ca.us	**CDS Code**	31669513134657

School Description and Mission Statement (School Year 2011–12)

Expected School-Wide Learning Results

ESLR's

- **Students will increase achievement and be proficient in the areas of reading, writing, mathematics, social science, and technology by:**
  - **Meeting or exceeding proficiency standards for all coursework**
  - **Being able to analyze and evaluate all situations**
  - **Developing technology skills to solve problems and communicate effectively**
- **Students will be able to communicate effectively by:**
  - **Reading with comprehension**
  - **Writing with clarity**
  - **Listening with understanding**
  - **Speaking with confidence and purpose**
- **Students will develop an awareness of diverse viewpoints, beliefs, and abilities by:**
  - **Recognizing a responsibility towards people and the community**
  - **Working towards resolving conflicts in a non-violent manner**
  - **Understanding and respecting cultural diversity and students with special needs**
- **Students will receive the skills necessary to transition into the world of work or next-level academic pursuits by:**
  - **Setting and pursuing realistic and challenging goals**
  - **Developing a personal career path and education plan to meet those goals**

Opportunities for Parental Involvement (School Year 2011–12)

Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include the Site-Based Leadership Team, Booster Club, Farm Foundation, tutoring, volunteering, and so forth.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	378
Grade 3	0	Grade 10	398
Grade 4	0	Grade 11	363
Grade 5	0	Grade 12	339

Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,478

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	2.0%
American Indian or Alaska Native	0.9%
Asian	3.0%
Filipino	2.4%
Hispanic or Latino	27.1%
Native Hawaiian or Pacific Islander	0.7%
White	61.8%
Two or More Races	2.1%
Socioeconomically Disadvantaged	34.1%
English Learners	12.0%
Students with Disabilities	9.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009–10 Avg. Class Size	2009–10 Number of Classes* 1-20	2009–10 Number of Classes* 21-32	2009–10 Number of Classes* 33+	2010–11 Avg. Class Size	2010–11 Number of Classes* 1-20	2010–11 Number of Classes* 21-32	2010–11 Number of Classes* 33+	2011–12 Avg. Class Size	2011–12 Number of Classes* 1-20	2011–12 Number of Classes* 21-32	2011–12 Number of Classes* 33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2009–10 Avg.	2010–11 Avg.	2011–12 Avg.

	Class Size	Number of Classes*			Class Size	Number of Classes*			Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.9	6	11	10	1.0	14	0	0	23.5	12	19	10
Mathematics	28.0	3	8	10	1.0	18	0	0	27.4	4	24	6
Science	25.4	9	13	2	1.1	14	0	0	24.8	4	25	0
Social Science	31.0	1	15	10	1.0	10	0	0	31.3	3	5	20

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

III. School Climate

School Safety Plan (School Year 2011–12)

Lincoln High School's comprehensive safety plan was revised and updated in December 2012.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	9.3	13.7	8.7	14.8	10.4	11.3
Expulsions	1	1	.5	.2	.06	.12

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Roof replacement (Auto Shop), chiller has ongoing repair issues, lighting in gymnasium is inadequate. All of the above repairs/replacements are subject to budgetary limitations. If funds are available, work could be scheduled for summer of 2013.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			Package and wall units working properly. The chiller will require repair or replacement.
Interior: Interior Surfaces			X		

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			With the exception of auto shop roof, needs replacement.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating			X		

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	62	62	66	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	6	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	3	2	1
Total Teacher Misassignments*	3	2	1
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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more

information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0%	0%

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	504
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	1.0	
Psychologist	.8	
Social Worker	0	
Nurse	.17	
Speech/Language/Hearing Specialist	.8	
Resource Specialist (non-teaching)	0	
Other	N/A	

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: September 2013

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougall Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007	YES	0%
Mathematics	Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little. Algebra II, & PreCalculus by Glencoe. Calculus by Houghton Mifflin. Practical Mathematics by Holt. Adopted in 2007	YES	0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Chemistry & Conceptual Integrated Science by Pearson. Physics: Principles & Problems by Glencoe. BCSC Biology: An Ecological Approach by Kendall-Hunt. The Science of Agriculture by Herran-Del Mar Publishers. Adopted in 2007	YES	0%
History-Social Science	The Americans by McDougal Littell, 2009; World Geography by Follett; Modern Times, Economics, United States Government, U.S. History, World History by Glencoe; The American Pageant by Houghton Mifflin. Comparative Politics by Pearson; Psychology by Holt/Rinehart. Adopted in 2007	YES	0%
Foreign Language	Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003	YES	0%
Health	Lifetime Health by Holt. Adopted in 2007	YES	0%
Visual and Performing Arts	Theatre in Action by Glencoe adopted in 2001	YES	0%
Science Laboratory Equipment (grades 9-12)	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators	YES	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures	Expenditures Per Pupil (Supplemental /	Expenditures Per Pupil (Basic /	Average Teacher

	Per Pupil	Restricted)	Unrestricted)	Salary
School Site	$8,029	$1,790	$6,239	$67,515
District			$6,369	$67,291
Percent Difference – School Site and District			-2%	0%
State			$5,455	$66,511
Percent Difference – School Site and State			14%	2%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

CAHSEE funds are used to support the CAHSEE math and English classes through the purchase of materials and providing tutoring for all students that require, seek, or need help with the exit exams. EIA funds are used to support such programs as AVID, the writing lab, and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. 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. Grant funds are matched by the district in a variety of ways, including bussing, and maintenance projects.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480

Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–	2010–	2011–	2009–	2010–	2011–	2009–	2010–	2011–

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	10	11	12	10	11	12	10	11	12
English-Language Arts	48%	55%	58%	56%	59%	62%	52%	54%	56%
Mathematics	25%	30%	30%	49%	51%	51%	48%	50%	51%
Science	57%	65%	60%	58%	62%	63%	54%	57%	60%
History-Social Science	51%	50%	57%	45%	46%	50%	44%	48%	49%

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	58%	30%	60%	57%
Male	54%	32%	64%	64%
Female	62%	29%	57%	49%
Black or African American	50%	6%	0%	69%
American Indian or Alaska Native	64%	50%	0%	0%
Asian	67%	65%	77%	76%
Filipino	71%	46%	0%	67%
Hispanic or Latino	46%	24%	41%	40%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	61%	30%	67%	61%
Two or More Races	77%	52%	73%	83%
Socioeconomically Disadvantaged	43%	20%	42%	39%
English Learners	5%	12%	19%	13%
Students with Disabilities	15%	16%	21%	13%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	61%	65%	63%	57%	61%	59%	54%	59%	56%
Mathematics	56%	58%	58%	50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School	37%	30%	33%	42%	40%	19%
Male	46%	24%	29%	37%	42%	21%
Female	29%	34%	36%	46%	38%	16%
Black or African American	36%	36%	27%	64%	27%	9%
American Indian or Alaska Native						
Asian	33%	25%	42%	25%	42%	33%
Filipino						
Hispanic or Latino	57%	27%	16%	62%	30%	8%
Native Hawaiian or						

Pacific Islander						
White	30%	31%	38%	33%	47%	20%
Two or More Races	29%	21%	50%	50%	7%	43%
Socioeconomically Disadvantaged	55%	26%	19%	58%	37%	5%
English Learners	84%	16%	0%	88%	8%	4%
Students with Disabilities	93%	7%	0%	89%	11%	0%
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	18.80%	21.90%	46.90%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	7	6	7
Similar Schools	4	3	3

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

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	0	18	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	33	2
Native Hawaiian or Pacific Islander			
White	0	16	7
Two or More Races			
Socioeconomically Disadvantaged	-6	13	5
English Learners	-26	26	3
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	1,024	786	4,720	826	4,664,264	788
Black or African	18	779	69	763	313,201	710

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American						
American Indian or Alaska Native	12	852	59	811	31,606	742
Asian	32	856	173	887	404,670	905
Filipino	28	816	131	877	124,824	869
Hispanic or Latino	285	729	1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander	8		30	812	26,563	775
White	616	804	2,759	845	1,221,860	853
Two or More Races	25	856	154	855	88,428	849
Socioeconomically Disadvantaged	354	718	1,653	759	2,779,680	737
English Learners	124	642	695	716	1,530,297	716
Students with Disabilities	106	475	664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		7.2	5.9		12.7	7.4		16.6	14.4
Graduation Rate		91.64	90.40		83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	320	LEA Provided	N/D
Black or African American	7	LEA Provided	N/D
American Indian or Alaska Native	3	LEA Provided	N/D
Asian	12	LEA Provided	N/D
Filipino	7	LEA Provided	N/D
Hispanic or Latino	70	LEA Provided	N/D
Native Hawaiian or Pacific Islander	1	LEA Provided	N/D
White	204	LEA Provided	N/D
Two or More Races	2	LEA Provided	N/D
Socioeconomically Disadvantaged	87	LEA Provided	N/D
English Learners	12	LEA Provided	N/D
Students with Disabilities	22	LEA Provided	N/D

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

Career Technical Education Programs (School Year 2011–12)

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way, Wood Technologies, and Power Mechanics Departments. CTE courses begin with exploratory classes in middle school. Upon entering high school, students are able to enroll directly to the Agricultural program, or shop classes. From shop classes or introduction to AG Science, students may choose their desired career path and continue their education through another 280 sequential hours of instruction. Students also have the opportunity to enroll in a very well designed ROP program including Accounting, Art and Animation, Entrepreneurship and Virtual Enterprise, Business Tech, Computer Studies,

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Financial Service Careers, Graphic Communication Arts, Sports Medicine, and Video Production. Students are enrolled according to their interest. Our district uses a trimester system. This system allows a student to enroll in 30% more classes than students in a typical semester system. Because of this extra time, a student can not only take a full sequence of CTE courses, but also accomplish A-G requirements. Extra space in the student schedule allows time for students to gain career experience with local business programs, boasting over 200 industry partners.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	343
Percent of pupils completing a CTE program and earning a high school diploma	7%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40%

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	65.1%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	32.5%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	1	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	2	
Science	3	
Social Science	1	
All courses	7	2.2%

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

XII. Instructional Planning and Scheduling

Professional Development

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

Western Placer Unified School District generally provides three Staff Development Days each year for the last three years. However, for two of the last three years, one Staff Development Day was taken as a furlough day due to budget restrictions. Additionally, the district sponsors many opportunities for staff development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit.

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Executive Summary School Accountability Report Card, 2011–12

For Phoenix High (Continuation)

Address:	870 J St., Lincoln, CA, 95648-1757	**Phone:**	(916) 645-6395
Principal:	Principal Mike Doherty, Principal	**Grade Span:**	10-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Phoenix High School serves as the off-site continuation-alternative education high school for the Western Placer Unified School District. It provides a variety educational programs and opportunities for students in grades 10 through 12 or ages 16 to 18+ who need to earn or recover credits for graduation. Student enrollment fluctuates in number throughout the school year as students enroll, recover credits and return to Lincoln High School or graduate from PHS. However, our average enrollment is approximately 75 students. The School is located adjacent to the comprehensive high school, in the city of Lincoln, fifteen miles NE of Roseville, California in Placer County.

Phoenix High School is comprised of portable buildings consisting of 8 classrooms, administrative offices, restroom facilities and a new double unit multi-use (library/career education and assembly) room. The campus is fenced and landscaped, has a blacktop student recreational area, and offers off-street parking. PHS shares the campus with other Alternative Education Programs offering GED preparation, beginning and advance EL classes for our Hispanic population in the evenings, and Independent Study Programs.

Student Enrollment

Group	Enrollment
Number of students	79

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Black or African American	1.3%
American Indian or Alaska Native	1.3%
Asian	2.5%
Filipino	1.3%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	0.0%
White	45.6%
Two or More Races	1.3%
Socioeconomically Disadvantaged	48.1%
English Learners	20.3%
Students with Disabilities	22.8%

Teachers

Indicator	Teachers
Teachers with full credential	4
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	17%
Mathematics	0%
Science	0%
History-Social Science	22%

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

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	
Statewide Rank (from 2011 Base API Report)	B
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2012–13 Program Improvement Status (PI Year)	

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

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School Facilities

Summary of Most Recent Site Inspection

The most resent facilities/maintenance inspection of the Phoenix High School site resulted in the status of "Good".

Repairs Needed

Nothing major.

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	$11,579
District	$6,369
State	$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	44.4%

Postsecondary Preparation

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Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0.0%
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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

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

I. Data and Access

Ed-Data Partnership Web Site

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

DataQuest

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

Internet Access

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

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II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Phoenix High (Continuation)	**District Name**	Western Placer Unified
Street	870 J St.	**Phone Number**	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-1757	**Web Site**	www.wpusd.k12.ca.us
Phone Number	(916) 645-6395	**Superintendent**	Scott Leaman
Principal	Michael Doherty, Principal	**E-mail Address**	sleaman@wpusd.k12.ca.us
E-mail Address	mdoherty@wpusd.k12.ca.us	**CDS Code**	31669513130036

School Description and Mission Statement (School Year 2011–12)

School Mission and Vision

Our vision statement is clear, focused: ***"where caring leads to success in learning"*** and sets the tone for building the culture of our school. It is our mission to create a program in which staff, students, parents, and the community work collaboratively to foster and encourage student learning. 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 (ESLER'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 to 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. The choice is always theirs.

Opportunities for Parental Involvement (School Year 2011–12)

- **Initial meeting and orientation with Principal during the enrollment process.**
- **Mandatory student, parent and teacher meeting held within the first 2-3 wks to develop SLP**
- **Back-to-School and Open House events**
- **Results of CST and CASHEE testing are mailed to each parent.**
- **School welcome back letter and on-going newsletter**

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- **School-wide phone messaging system, notification of up-coming events.**
- **School Site Counsel membership**
- **Re-visit Student Learning Plan conference (SLP)**
- **Parent conferencing**
- **Student celebration activities, STEP rewards**
- **Graduation ceremonies**

As a staff, we are constantly working to increase parental involvement, planning creative events to encourage participation. However, with our ever changing student population each year presents a new set of challenges.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	2
Grade 4	0	Grade 11	14
Grade 5	0	Grade 12	63
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	79

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.3%
American Indian or Alaska Native	1.3%
Asian	2.5%
Filipino	1.3%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	0.0%
White	45.6%
Two or More Races	1.3%

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Socioeconomically Disadvantaged	48.1%
English Learners	20.3%
Students with Disabilities	22.8%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A											
1	N/A											
2	N/A											
3	N/A											
4	N/A											
5	N/A											
6	N/A											
Other	N/A											

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	1			19	2	0	0	19	1	0	0
Mathematics	19	1			19	1	0	0	19	1	0	0
Science	19	1			19	1	0	0	19	1	0	0
Social												

7.5.210

Science	19	1			19	1	0	0	18	1	0	0

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

III. School Climate

School Safety Plan (School Year 2011–12)

Goal:

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

Objectives:

To provide and foster a proper learning environment that: is free of distractions, has a discipline policy applied fairly consistently, and timely; and allows for personal growth.

Related activities:

a. Revised 2012-13 PHS School Handbook delivered to all students
b. Consistently enforce the discipline policy and model desire classroom behaviors.
c. Explain the District's attendance policies, procedures, expectations and consequences (SAM) with students at first day assembly.
d. Continue to enforce tardy policy: if a student is late, then he/she will serve a same day detention (12:45 – 1:15 pm).
e. PHS Period Schedule: students assigned to content area classrooms each period.
f. Counselor on campus every Wednesday (8:00 am – 12:00 pm) emphasis on school to career counseling – exposing students to the opportunities available.
g. Prompt rewards and recognition for student achievement by S.T.E.P. periods and trimesters.
h. Celebrate students academic, attendance and citizenship successes
i. Weekly (2) credits check on 18 year olds with extended day consequences. Expand to all students, the weekly credit check.
j. Develop a sports program to increase student participation in extra curricular activities, develop self-esteem and collaboration with other students.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	.85	2.0	1.92	12.4	N/A	.057

7.5.211

Expulsions	0	.047	.025	.3	.002	.005

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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:

To continue to improve, upgrade and evaluate the school facilities to foster a safe learning environment.

Related activities:

a. Continue to improve facilities as needed for growth and safety.
b. Immediate action taken to remove evidence of graffiti, gang symbols, etc.
c. Students are monitored upon entrance and exit of school (Phoenix High School is a closed campus).
d. Dress code enforced as per student handbook.
e. Adequate custodial service and site maintenance.
    - Work with students to take pride and respect in PHS/facilities.
    - Start PHS garden – student project.
f. Utilize the additions of Rooms #2 & 3:
    - School-wide assemblies, group meetings, social gathering @ lunch
    - Career Counseling Center & Library
    - Multi-Use: district in-service, staff development, guest speakers etc…

……g…Install School-Wide (Wi-Fi) intercom/paging system:

- Morning AM announcements
- Character Building
- Emergency situations

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School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		Ramp re-surfacing Scheduled for SS-2013
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	7	6	4	311
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.*

Core Academic Classes Taught by Highly Qualified Teacher(School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as

7.5.213

having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	97%	3%
High-Poverty Schools in District	97%	3%
Low-Poverty Schools in District	0	0

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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.2	75
Counselor (Social/Behavioral or Career Development)	.2	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	.2	
Social Worker	0	
Nurse	.2	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	.2	
Other		

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

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Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougall Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007; other teacher-developed materials.	YES	0%
Mathematics	Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little, Practical Mathematics by Holt. Adopted in 2007; other teacher-developed materials.	YES	0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Adopted in 2007; other teacher-developed materials.	YES	0%
History-Social Science	TCI: Geography Alive Regions & People; McDougal Littell: Modern World History Patterns of Interaction & The Americans Reconstruction to the 21st Century; Prentice Hall: American Government – adopted 2008; other teacher-developed materials.	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	Microscopes, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners; Virtual Labs	YES	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$13,775	$1,790	$11,579	$67,515
District			$6,369	$67,291
Percent Difference –			82%	12%

7.5.215

School Site and District				
State			$5,455	$66,336
Percent Difference – School Site and State			112%	13%

Note: Cells shaded in black do not require data.

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

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

Types of Services Funded (Fiscal Year 2011–12)

Phoenix High School uses the majority of its Title 1/EIA funding to purchase On-Line/Credit Recovery Programs. This allows our students to choose other pathways 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 and CAHSEE tests. Last year, thirty-five percent of all credits earned by Phoenix students were obtained on-line. Students are able to work at their own pace, at home, the library, virtually anywhere and anytime. Future purchased will be made to enhance and supplement the various academic subjects and to address the varied academic deficiencies of our students.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$34,771	$40,656
Mid-Range Teacher Salary	$65,153	$64,181
Highest Teacher Salary	$85,676	$82,486
Average Principal Salary (Elementary)	$101,800	$102,165
Average Principal Salary (Middle)	$105,021	$108,480
Average Principal Salary (High)	$116,787	$117,845
Superintendent Salary	$158,442	$181,081
Percent of Budget for Teacher Salaries	43.00%	40.00%
Percent of Budget for Administrative		

7.5.216

Salaries	6.00%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	10%	15%	17%	56%	59%	62%	52%	54%	56%
Mathematics	0%	0%	0%	49%	51%	51%	48%	50%	51%
Science	10%	0%	0%	58%	62%	63%	54%	57%	60%
History-Social Science	11%	27%	22%	45%	46%	50%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of

7.S.217

students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62%	51%	63%	50%
All Students at the School	17%	0%	0%	22%
Male	11%	0%	0%	19%
Female	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian				
Filipino	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	8%
Native Hawaiian or Pacific Islander				
White	28%	0%	0%	31%
Two or More Races				
Socioeconomically Disadvantaged	11%	0%	0%	31%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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

California High School Exit Examination

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12

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English-Language Arts	11%	9%		57%	61%	59%	54%	59%	56%
Mathematics	5%	8%		50%	53%	54%	54%	56%	58%

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

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

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41%	26%	33%	46%	37%	16%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

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California Physical Fitness Test Results (School Year 2011–12)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2009	2010	2011
Statewide	B	B	B
Similar Schools	B	B	B

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

7.5.220

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	21	86	
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School			4,720	826	4,664,264	788
Black or African American			69	763	313,201	710
American Indian or Alaska Native			59	811	31,606	742
Asian			173	887	404,670	905
Filipino			131	877	124,824	869
Hispanic or Latino			1,344	774	2,425,230	740
Native Hawaiian or Pacific Islander			30	812	26,563	775
White			2,759	845	1,221,860	853
Two or More Races			154	855	88,428	849
Socioeconomically Disadvantaged			1,653	759	2,779,680	737
English Learners			695	716	1,530,297	716
Students with						

7.5.221

Disabilities			664	653	530,935	607

Adequate Yearly Progress

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

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

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

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

7.S.222

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.
For general admissions requirements, please visit the *UC Admissions Information* Web page at http://www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

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

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

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

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		12.7	7.4		12.7	7.4		16.6	14.4
Graduation Rate					83.60	85.45		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	44.5%	N/D	N/D
Black or African American	0	N/D	N/D
American Indian or Alaska Native	0	N/D	N/D

7.5.223

Asian	0	N/D	N/D
Filipino	1%	N/D	N/D
Hispanic or Latino	19%	N/D	N/D
Native Hawaiian or Pacific Islander	0	N/D	N/D
White	24%	N/D	N/D
Two or More Races	N/A	N/D	N/D
Socioeconomically Disadvantaged	40%	N/D	N/D
English Learners	15%	N/D	N/D
Students with Disabilities	5%	N/D	N/D

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

Career Technical Education Programs (School Year 2011–12)

N/A

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	9.7%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	

7.5.224

All courses	0	0.0%

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

XII. Instructional Planning and Scheduling

Professional Development

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

Staff selectively attends staff development workshops, conferences, etc. that addresses the specific needs of our programs, and can be of benefit to our students. The staff, as a group, attends the yearly CCEA conference, which address the unique and ongoing needs of continuation school 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.

7.S.225

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:
Kindergarten Registration for 2013/14

AGENDA ITEM AREA:
Information

REQUESTED BY:
Mary Boyle MB

ENCLOSURES:
Parent Information

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
General Fund Revenues/Expenses

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Kindergarten registration is around the corner! The kindergarten registration process begins in early March. We expect to have a slight increase in numbers of children registering for 2013/14 Kindergarten and Transitional Kindergarten (TK). The effect of the implementation of new age of enrollment requirements for kindergarten in the current year yielded a net decrease in kindergarten students, even with the implementation of one TK class. As parents become more familiar with the TK program and because of the matriculating class of current TK students into Kindergarten, we expect the net effect to be an increase of approximately 27 students at the TK/K level.

ADMINISTRATION RECOMMENDATION:

Information only.

WPUSD
Kindergarten Registration
~ Parent Information For School Year 2013 – 2014 ~

Welcome to Western Placer Unified School District! We are delighted that your child will be joining us for kindergarten next year. We hope that the information below will assist you in completing the kindergarten registration process for your child.

Guidelines to Assist the Kindergarten Registration Process:

- There IS A CHANGE for the age of enrollment for kindergarten children for the coming 2013/2014 school year. Recent changes in the law require new guidelines for children's birthdates. A child must turn 5 on or before October 1, 2013 to be eligible for kindergarten for the coming year.
    - 2013/14 – 5 years of age on or before October 1
    - 2014/15 – 5 years of age on or before September 1
- We will be offering Transitional Kindergarten (TK) for students with birthdays who turn 5 (five) on or between October 2 and December 2, 2013. TK is the first year of a two-year kindergarten program for children with fall birthdays. For students who are too young for Kindergarten or Transitional Kindergarten, please see the WPUSD Preschool flyer for alternative suggestions.
- Kindergarten registration will occur at individual elementary school sites.
- Parents may pick up Kindergarten Registration packets at their child's school site beginning March 4, 2013.
- **Parents may return completed packets to school sites beginning Tuesday, March 12, 2013 (not before), with the exception of Lincoln Crossing Elementary School who will accept completed packets on Monday, March 11, 2013 (not before).**
- Required Immunization Information will be included in the Kindergarten Registration packet:
    - Immunizations must be current when registration materials are turned in.
    - If only the FINAL required immunization (Polio, DPT, MMR) is incomplete, the school will accept the packet, but the child will not be enrolled in a class until all the immunizations are complete.
    - Any exceptions to this must be approved by the District Nurse.
    - **Required Immunizations:**
        - **DTP** - 5 doses (4 doses are acceptable if the 4th dose has been given on or after the 4th birthday)
        - **Polio** – 4 doses (3 doses are acceptable if the 3rd dose has been given on or after the 4th birthday)
        - **Hepatitis B** – 3 doses
        - **MMR** – 2 doses
        - **Varicella** – 1 dose

7.6.1

WPUSD
Matriculación en Kinder
~ Información para los padres del año escolar 2013–2014 ~

¡Bienvenidos al Distrito Escolar Unificado de Western Placer! Estamos encantados de que sus hijos vengan a la escuela el próximo curso. Esperamos que la información que se presenta a continuación les ayude con el proceso de matriculación de su hijo/hija.

Directrices para ayudar en el proceso de matriculación en Kinder:

- Hay cambios en la edad de matriculación de los niños de Kinder para el año escolar 2013/2014. Cambios recientes en la ley requieren nuevas directrices para las edades de matriculación en Kinder. El niño debe cumplir los 5 años a más tardar del 1ero de Octubre del 2013 para ser elegible para el Kinder para el próximo año:
    - 2013/14 - 5 años de edad en o antes del 01 de Octubre
    - 2014/15 - 5 años de edad en o antes del 01 de Septiembre

- Hay "Transitional Kindergarten" para atender a estudiantes con cumpleaños del 2 de Octubre al 2 de Diciembre en el 2013/14. Los padres pueden recoger los formularios de matriculation de Transitional Kindergarten en su escuela. Transitional Kindergarten sera el ano primero de dos anos en Kindergarten.

- La inscripción tendrá lugar en las escuelas primarias a las que pertenecen.

- Los padres pueden recoger los formularios de matriculación de Kinder en su escuela comenzando el 4 de Marzo del 2013.

- Los padres pueden devolver los formularios completados a sus escuelas a partir del Martes, 12 de Marzo del 2013 (no antes). Lincoln Crossing Elementary School acceptare los formularios completados del Lunes, 11 de Marzo del 2013 (no antes).

- La información sobre las inmunizaciones necesarias será incluida en los formularios de matriculación del Kinder:
    - Las inmunizaciones deben de estar al día cuando traigan los formularios para matricular a los niños.
    - Solamente si le falta la ÚLTIMA inmunización (Polio, DPT, MMR), la escuela aceptará los formularios de matriculación, pero el niño no podrá ir a clase hasta que todas las inmunizaciones estén completas.
    - Cualquier excepción debe ser aprobada por la enfermera del distrito.
    - **Inmunizaciones necesarias**:
        - **DTP** - 5 dosis (4 dosis son aceptables si la cuarta dosis ha sido administrada en o después de cumplir 4 años)
        - **Polio** – 4 dosis (3 dosis son aceptables si la tercera dosis ha sido administrada en o después de cumplir 4 años)
        - **Hepatitis B** – 3 dosis
        - **MMR** – 2 dosis
        - **Varicela** – 1 dosis

7.6.2

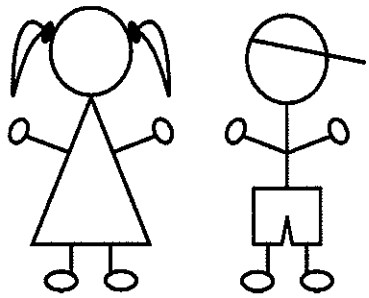
Western Placer Unified School District
Preschool Programs 2013-2014

For Ages 3 to Entry into Kindergarten
Packets may be picked up at the District Office
Open enrollment will be
March 11, 12 (8 am-12 pm) in the District Office Zebra Room

WPUSD State Preschool (Income qualified)	**WPUSD Parent Participation Preschool** ($10.00 per day)
LOCATIONS	LOCATIONS
Little Blue Schoolhouse First & L Street, Lincoln 8:00 a.m. to 11:00 a.m. session 12:00 p.m. to 3:00 p.m. session **Carlin C. Coppin Elementary School** 150 East 12th Street, Lincoln 9:00 a.m. to 12:00 noon session **Sheridan Elementary School** 4730 H Street, Sheridan 8:00 a.m. to 11:00 a.m session 12:00 to 3:00 p.m. session Or (Full day)	**First Street School** 8:00 a.m. to 11:00 a.m. session 12:00 p.m. to 3:00 p.m. session

APPLICATIONS AVAILABLE:

Western Placer Unified School District Office
600 Sixth Street, Suite 400, Lincoln
7:30 a.m. to 4:30 p.m.



CONTACT INFORMATION:

Kris Knutson, Preschool Coordinator
(916) 645-6350 District Office
(530) 633-2591 Sheridan School Office
(916) 316-6589 Cell

OTHER PRESCHOOL PROGRAMS AT WPUSD SCHOOL SITES

Head Start Preschool (Income qualified)	**STAR Preschool** (Fee-Based)
LOCATIONS	**LOCATIONS**
Carlin C. Coppin Elementary School 150 East 12th Street, Lincoln Call 645-1051 for more information	Foskett Ranch Elementary School 1561 Joiner Parkway, Lincoln Call 434-5884 or 303-0024 for more information

7.6.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

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

SUBJECT:
Preschool Programs

AGENDA ITEM AREA:
Information

REQUESTED BY:
Mary Boyle MB

ENCLOSURES:
Preschool Programs

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
State Preschool Grant/Parent Fees

MEETING DATE:
February 5, 2013

ROLL CALL REQUIRED:
No

BACKGROUND:

Two years ago, we took back our State Preschool-funded programs with the belief that articulation with kindergarten and inclusion of district special needs preschool students could be maximized. The results have been extremely positive!

An overview of all preschool programs located in district facilities will be presented, including our own District State Preschool, District Parent Participation Preschool, District Special Education Preschool, Head Start Preschool, and STAR Preschool programs.

ADMINISTRATION RECOMMENDATION:

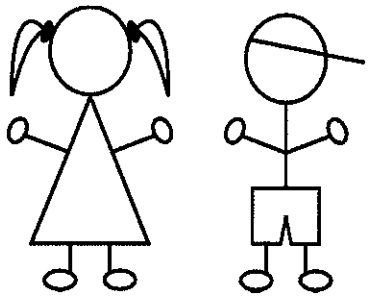
Information only.

Western Placer Unified School District
Preschool Programs 2013-2014

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APPLICATIONS AVAILABLE:
Western Placer Unified School District Office
600 Sixth Street, Suite 400, Lincoln
7:30 a.m. to 4:30 p.m.



CONTACT INFORMATION:
Kris Knutson, Preschool Coordinator
(916) 645-6350 District Office
(530) 633-2591 Sheridan School Office
(916) 316-6589 Cell

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7.7.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

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

SUBJECT:

2013-14 Budget Update / Budget Reductions Update

AGENDA ITEM AREA:

Information

REQUESTED BY:

Scott Leaman
Superintendent

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

February 5, 2013

ROLL CALL REQUIRED:

No

BACKGROUND:

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

Budget reductions have been implemented for the past two fiscal years totaling nearly $10.75 million. Some of the reductions have been one-year reductions and others have been ongoing. We have implemented furlough days, benefit reductions, an early retirement incentive and various operating reductions. These reductions have been felt throughout the district. However, we find ourselves faced with another $2.6 to 3 million in reductions for the upcoming year. While a balanced budget is a laudable goal, the superintendent will recommend a budget with adequate minimal reserves for positive certification. We have targeted approximately $2.6 million in reductions for 2013-14.

7.8

Budget Committee

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

All the budget reduction suggestions were priced when possible and assigned points based on the Budget Committee Rubric and Criteria. The higher the point value, the higher the negative impact to district students, parents and staff. The Budget Committee solicited feedback from their constituency groups on the suggestions and voted accordingly. All the budget reduction suggestions were included in the December 18, 2012, Board Meeting Agenda.

Based on the Budget Committee votes, input and other information, Superintendent Leaman compiled preliminary budget reduction recommendations and was presented to the board on January 15, 2013. At the time, the Superintendent's specific budget reduction recommendations totaled approximately $3.2 million.

2013-14 Budget

Deficit spending is budgeted for the current and subsequent years. While projections show that the district will be able to meet its financial obligations for the current and subsequent two years, the projections also show budget reductions that must be made in 2013-14 and 2014-15. The district must align spending with revenue to maintain a healthy financial status.

The Governor's 2013-14 Budget Proposal proposes a slight increase in the revenue limit funded by at 1.65% COLA. The Governor has also proposed a new funding model that would eliminate the Revenue Limit funding and most restricted State programs and roll all of those areas of funding into a Local Control Funding Formula (LCFF). This is predicated on passage in at the Legislature level and there are many unknowns at this time as to the exact funding or the programs that would be included in the LCFF. Therefore we have been advised to only assume a COLA of 1.65% of the current Revenue Limit Funding and State Special Education Funding. The exact outcome of this new funding model may not be known until this summer. With those proposed increases the District projected budget reductions has been reduced.

Proposed 2013-14 Budget Reductions (January 2013)	$3,200,000
Less: Increases in 2013-14 Funding – Governors Proposals	(709,000)
Adjustment – Use of Unrestricted Fund Balance Reserves	100,000
Adjusted Proposed 2013-14 Budget Reductions	$2,591,000

We will continue to watch the headlines, work with our County Office of Education staff, and provide you with updates as we develop the budget for 2013-14 and prepare multi-year projections.

RECOMMENDATION:

Administration is presenting this information as an update of the 2013-14 Budget and budget reductions necessary for the 2013-14 fiscal year. We will bring the final Budget Reduction Recommendations to the Board of Trustees for approval on February 19, 2013.

7.8.1