



Twelve Bridges Elementary School

2450 Eastridge Drive • Lincoln, CA 95648 • (916)434-5220 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Western Placer Unified School District

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Asst. Superintendent of
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Audrey Kilpatrick
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Asst. Superintendent of Human
Resources

School Description

Twelve Bridges Elementary School (TBES) is a California Gold Ribbon School where students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. The school is located in the Western Placer Unified School District in the community of Twelve Bridges and the city of Lincoln. The school serves preschool through fifth grade with a current enrollment of approximately 625 students. Our Mission Statement reads: "Our mission is to develop lifelong learners by providing a comprehensive education for every student which fosters high academic achievement, positive self-worth, and responsible citizenship in an environment of mutual respect, trust, and cooperation among students, staff, and parents."

Built in 2004, Twelve Bridges Elementary was designed to incorporate a strong emphasis of outdoor learning into our student's education. In the middle of campus, there are seven learning circles which includes: a solar-powered drinking fountain, giant sundial, herb garden, and bird feeders. In grade level clusters, each class had a class garden to grow vegetables, fruit, or flowers. There is also a school orchard and greenhouse. The landscape is attractive and aesthetically pleasing with a five acre Twelve Bridges Park adjacent to the playground.

The campus is comprised of:

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, 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 PBIS "ROAR Rules" were developed to emphasize four school-wide expectations: Responsibility, Offer Kindness, Always Be Safe, and Resolve Problems. In addition, students are recognized with a "ROAR" cards for demonstrating those qualities. Our entire staff has been trained in Love & Logic and the Nurtured Heart Approach philosophies. We have also established a K-Kids Service Club sponsored by Kiwanis International. Together with our Tiger Crew leadership program, these two groups help give our kids the opportunity to learn and practice service and leadership.

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis. We have an established an RTI Leadership team comprised of the school principal, vice-principal, psychologist, and teacher representation from all grade-levels for shared decision making on our academic direction as a site. We utilize the i-Ready program to help us gather academic performance data on all of our students so we can appropriately address the individual learning needs of all of our students. We utilize our "Tiger Time" intervention/enrichment block to enable us to group students accordingly regardless of grade-level. Our PBIS Team meets monthly to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff are also YDI (Youth Development Institute) trained to work on ways to continue establishing positive, productive relationships with students and other staff members. We have created two Intervention Teams that meet on alternating Wednesdays as needed: one addresses academic needs of our students and helps support teachers in meeting those learning needs; the other is our Tier III PBIS team which addresses student socio-emotional and behavioral concerns.

About the SARC

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

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

| 2015-16 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 123 |
| Grade 1 | 97 |
| Grade 2 | 103 |
| Grade 3 | 99 |
| Grade 4 | 90 |
| Grade 5 | 119 |
| Total Enrollment | 631 |

| 2015-16 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.1 |
| American Indian or Alaska Native | 1 |
| Asian | 5.9 |
| Filipino | 1.6 |
| Hispanic or Latino | 7.6 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 79.6 |
| Two or More Races | 1.4 |
| Socioeconomically Disadvantaged | 8.7 |
| English Learners | 3 |
| Students with Disabilities | 11.3 |
| Foster Youth | 0.3 |

A. Conditions of Learning

State Priority: Basic

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

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

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Twelve Bridges Elementary School | 14-15 | 15-16 | 16-17 |
| With Full Credential | 32 | 31 | 32 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| Western Placer Unified School District | 14-15 | 15-16 | 16-17 |
| With Full Credential | ♦ | ♦ | 340 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 1 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Twelve Bridges Elementary | 14-15 | 15-16 | 16-17 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "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

| 2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 99.0% | 1.0% |
| High-Poverty Schools | 99.0% | 1.0% |
| Low-Poverty Schools | 99.0% | 1.0% |

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

| Textbooks and Instructional Materials Year and month in which data were collected: September, 2016 | |
|---|--|
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | K – 5 Houghton Mifflin Reading Language Arts (Adopted 2002); K-5 Medallions (Adopted 2010); (State Waiver 2010) Ready Common Core reading & writing: RenLearn STAR & AR; Lexia Core 5 Reading Program; & i-Ready reading diagnostic and independent practice program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | TK McGraw Hill My Math (Adopted 2014); Pearson Publishing: EnVisions (Adopted 2014) & i-Ready math diagnostic and independent practice program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | K – 5 Delta Science/FOSS (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in very good repair. Minor maintenance noted below scheduled to be completed over the next twelve months.

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016 | | | | |
|---|---------------|------|------|--|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident. |
| Interior: Interior Surfaces | X | | | MPR: Hand sanitary dispensers broken Restrooms: Boys by Media Center - Rusted access panel Room 207: Tripping hazard Room 304: Holes in wall from moving pencil sharpener |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. |
| Electrical: Electrical | X | | | Science Lab: Lights out, Stained ceiling tiles |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | Restrooms: Boys by Media Center - Rusted access panel |
| Safety: Fire Safety, Hazardous Materials | X | | | Portable Classroom 310: Cleaning products under the sink Room 305: Plud-in air freshner |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/14/2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | X | | | Portable Classroom 313: Dry rot on ramp, Chipping paint Science Lab: Lights out, Stained ceiling tiles |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Playground: Sidewalk damabe building 200, Main playgroung fiber surface showing in wood chips,Front of school bench paint peeling |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| CAASPP 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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science | 73 | 59 | 67 | 68 | 67 | 62 | 60 | 56 | 54 |

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

| Grade Level | 2015-16 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 9.3 | 26.3 | 47.5 |

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

| 2015-16 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| ELA | 60 | 64 | 48 | 53 | 44 | 48 |
| Math | 60 | 56 | 36 | 37 | 34 | 36 |

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

| Group | Number of Students | | Percent of Students | |
|----------------------------|--------------------|-------------------|---------------------|------------------------|
| | Enrolled | with Valid Scores | w/ Valid Scores | Proficient or Advanced |
| All Students | 121 | 120 | 99.2 | 66.7 |
| Male | 67 | 66 | 98.5 | 62.1 |
| Female | 54 | 54 | 100.0 | 72.2 |
| Hispanic or Latino | 15 | 15 | 100.0 | 53.3 |
| White | 92 | 91 | 98.9 | 69.2 |
| Students with Disabilities | 17 | 17 | 100.0 | 29.4 |

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 100 | 99 | 99.0 | 54.1 |
| | 4 | 96 | 95 | 99.0 | 64.2 |
| | 5 | 121 | 119 | 98.3 | 71.4 |
| Male | 3 | 46 | 46 | 100.0 | 53.3 |
| | 4 | 54 | 54 | 100.0 | 55.6 |
| | 5 | 67 | 65 | 97.0 | 64.6 |
| Female | 3 | 54 | 53 | 98.2 | 54.7 |
| | 4 | 42 | 41 | 97.6 | 75.6 |
| | 5 | 54 | 54 | 100.0 | 79.6 |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 15 | 15 | 100.0 | 53.3 |
| Native Hawaiian or Pacific Islander | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 3 | 80 | 80 | 100.0 | 53.2 |
| | 4 | 75 | 74 | 98.7 | 70.3 |
| | 5 | 92 | 90 | 97.8 | 75.6 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | 16 | 16 | 100.0 | 43.8 |
| | 5 | -- | -- | -- | -- |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Students with Disabilities | 3 | 19 | 18 | 94.7 | 22.2 |
| | 4 | 11 | 11 | 100.0 | 9.1 |
| | 5 | 17 | 16 | 94.1 | 6.3 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 100 | 99 | 99.0 | 56.6 |
| | 4 | 96 | 95 | 99.0 | 63.2 |
| | 5 | 121 | 120 | 99.2 | 50.8 |
| Male | 3 | 46 | 46 | 100.0 | 69.6 |
| | 4 | 54 | 54 | 100.0 | 61.1 |
| | 5 | 67 | 66 | 98.5 | 51.5 |
| Female | 3 | 54 | 53 | 98.2 | 45.3 |
| | 4 | 42 | 41 | 97.6 | 65.8 |
| | 5 | 54 | 54 | 100.0 | 50.0 |

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Black or African American | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| American Indian or Alaska Native | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Filipino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | 15 | 15 | 100.0 | 26.7 |
| Native Hawaiian or Pacific Islander | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| White | 3 | 80 | 80 | 100.0 | 57.5 |
| | 4 | 75 | 74 | 98.7 | 66.2 |
| | 5 | 92 | 91 | 98.9 | 53.9 |
| Two or More Races | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | 16 | 16 | 100.0 | 43.8 |
| | 5 | -- | -- | -- | -- |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| Students with Disabilities | 3 | 19 | 18 | 94.7 | 16.7 |
| | 4 | 11 | 11 | 100.0 | 9.1 |
| | 5 | 17 | 17 | 100.0 | 5.9 |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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, Monte Carlo Night, Mother-Son Bowling Night and the Daddy-Daughter Dance. The Harvest Festival, Fun Run, and Monte Carlo Night are the main fundraisers this 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.

We also have parental representation on our PBIS Team.

TBE depends on parent and community volunteers to enhance and enrich the learning environment for all students. Teachers and staff continue to be grateful for their on-going participation and dedication.

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised December, 2016. The plan includes procedures for emergencies. We practice fire drills monthly, earthquake drills twice a year, lock-down drills twice a year, and a school-wide evacuation drill once 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. We have also installed numerous surveillance cameras focused on our blacktop and all of our school entrance/exit points.

| Suspensions and Expulsions | | | |
|----------------------------|---------|---------|---------|
| School | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 1.7 | 1.8 | 1.1 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 3.7 | 3.2 | 2.8 |
| Expulsions Rate | 0.1 | 0.0 | 0.1 |
| State | 2013-14 | 2014-15 | 2015-16 |
| Suspensions Rate | 4.4 | 3.8 | 3.7 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

D. Other SARC Information

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

| 2016-17 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | | 4 |
| Percent of Schools Currently in Program Improvement | | 66.7 |

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 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 | 1.0 |
| Other | N/A |
| Average Number of Students per Staff Member | |
| Academic Counselor | N/A |

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

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| K | 25 | 22 | 22 | | | | 5 | 5 | 5 | | | |
| 1 | 27 | 26 | 26 | | | | 4 | 4 | 4 | | | |
| 2 | 23 | 26 | 26 | | | | 4 | 4 | 4 | | | |
| 3 | 29 | 22 | 22 | | | | 4 | 4 | 4 | | | |
| 4 | 32 | 31 | 31 | | | | 2 | 3 | 3 | 1 | | |
| 5 | 24 | 31 | 31 | 2 | | | 3 | 4 | 4 | 1 | | |
| Other | | 11 | 11 | | 2 | 2 | | | | | | |

Professional Development provided for Teachers

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis. In addition, Western Placer Unified School District generally provides three Staff Development Days each year to all teachers who want to take the time to collaborate with site and/or cross-site PLC teams to continue curriculum development. We have an established an RTI Leadership team comprised of the school principal, vice-principal, psychologist, and teacher representation from all grade-levels for shared decision making on our academic direction as a site. This team is going through district coaching and meets the first Monday of each month to discussion next steps. Our PBIS Team has also completed our Tier III training with county coaches and meets monthly on site to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff went through YDI (Youth Development Institute) training the past two summers to work on ways to continue establishing positive, productive relationships with students and other staff members (we plan to have more staff members trained when it is offered again). That group has evolved into a "School Engagement Committee" which also meets monthly to continue with that work. In addition to these established programs, other professional development opportunities that staff have taken advantage of include TESS instructional training, a GLAD refresher course, NGSS (Next Generation Science Standards) implementation training, ERWW (Expository Reading & Writing Workshop), and other more individual opportunities that teachers want to participate in.

| FY 2014-15 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$36,075 | \$43,821 |
| Mid-Range Teacher Salary | \$67,596 | \$69,131 |
| Highest Teacher Salary | \$88,889 | \$89,259 |
| Average Principal Salary (ES) | \$99,522 | \$108,566 |
| Average Principal Salary (MS) | \$102,954 | \$115,375 |
| Average Principal Salary (HS) | \$114,512 | \$125,650 |
| Superintendent Salary | \$179,791 | \$198,772 |
| Percent of District Budget | | |
| Teacher Salaries | 41% | 37% |
| Administrative Salaries | 5% | 6% |

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

Types of Services Funded

Categorical funds were used in 2015 for: purchasing assessment and communication software (Lexia, PBIS/SWIS, RenLearn, ESGI, and Canyon Creek); employing Intervention Support Providers; purchasing support materials for students such as homework folders, student planners, and vocabulary handbooks; after school band and choir; after school tutoring; enrichment programs such as Legos-Robotics; and student recognition for perfect attendance.

DataQuest

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

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.

| FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | 8498 | 2116 | 6382 | 75835 |
| District | ♦ | ♦ | 6399 | 73186 |
| State | ♦ | ♦ | \$5,677 | \$71,517 |
| Percent Difference: School Site/District | | | -0.3 | 3.6 |
| Percent Difference: School Site/ State | | | 12.4 | 6.0 |

* Cells with ♦ do not require data.