

# First Street School

1400 First Street • Lincoln, CA 95648 • (916)645-6330 • Grades K-5

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<http://fses.wpusd.k12.ca.us/>



## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Western Placer Unified School District

600 6th Street, Suite 400  
Lincoln, CA 95648  
(916)645-6350  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

#### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

#### District Administration

Scott Leaman  
Superintendent

Kerry Callahan  
Assistant Superintendent,  
Educational Services

Audrey Kilpatrick  
Assistant Superintendent, Business

Gabe Simon  
Assistant Superintendent, Human  
Resources

### School Description

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades; the enrollment is 464, 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 three 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.

## 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 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 at (916)645-6330 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	56
Grade 2	71
Grade 3	85
Grade 4	92
Grade 5	96
<b>Total Enrollment</b>	<b>465</b>

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
Asian	2.8
Filipino	1.1
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	0.6
White	25.8
Two or More Races	1.9
Socioeconomically Disadvantaged	72
English Learners	51.8
Students with Disabilities	11.2
Foster Youth	1.3

## 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

First Street School	13-14	14-15	15-16
<b>With Full Credential</b>	23	23	23
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	1	1	1
Western Placer Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	303
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School

First Street School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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

2014-15 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
<b>This School</b>	89.5	10.5
Districtwide		
<b>All Schools</b>	32.3	67.7
<b>High-Poverty Schools</b>	25.8	74.2
<b>Low-Poverty Schools</b>	97.9	2.1

\* 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 2015-16)**

**Textbooks and Instructional Materials**

Year and month in which data were collected: September, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Pearson Envisions 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	FOSS Science 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman: History Social Science for CA 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The campus and grounds are in good repair. The school exterior was recently repaired and painted. 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: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. The HVAC system is operable. Air supply to HVAC is blocked in two classrooms.
<b>Interior:</b> Interior Surfaces		X		Damaged ceiling tiles in four classrooms. Kitchen floor damaged and vinyl delaminating in Multi-Purpose Room. Baseboard separating from wall in one classroom.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
<b>Electrical:</b> Electrical	X			There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). There is a faucet that drips in one of the classrooms.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: January 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Safety:</b> Fire Safety, Hazardous Materials	X				Fire extinguisher not hung properly in Kindergarten classroom. Cleaning products stored in five classrooms will be removed. Plug-in air fresheners being used in two classrooms.
<b>Structural:</b> Structural Damage, Roofs	X				There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Stained ceiling tiles visible in one classroom.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The school exterior was recently repaired and painted.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	22.80	15.20	17.40

\* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	36	50	44
<b>Math</b>	31	40	33

\* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	70	64	52	67	68	67	59	60	56

\* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
<b>All Students in the LEA</b>	67
<b>All Student at the School</b>	52
<b>Male</b>	60
<b>Female</b>	41
<b>Asian</b>	--
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	42
<b>Native Hawaiian or Pacific Islander</b>	--
<b>White</b>	80
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	25
<b>Students with Disabilities</b>	37
<b>Foster Youth</b>	--

\* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	37	33	5	23
	4	89	89	100.0	38	21	16	25
	5	97	92	94.8	33	28	20	20
Male	3		42	47.7	33	29	7	29
	4		34	38.2	47	29	15	9
	5		58	59.8	36	22	22	19
Female	3		45	51.1	40	38	2	18
	4		55	61.8	33	16	16	35
	5		34	35.1	26	38	15	21
Black or African American	3		1	1.1	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		4	4.1	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	1.1	--	--	--	--
	5		3	3.1	--	--	--	--
Hispanic or Latino	3		69	78.4	41	41	6	12
	4		53	59.6	47	28	19	6
	5		59	60.8	41	31	17	12
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
White	3		14	15.9	29	7	0	64
	4		31	34.8	29	10	13	48
	5		22	22.7	14	14	32	41
Two or More Races	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		3	3.1	--	--	--	--
Socioeconomically Disadvantaged	3		66	75.0	42	41	5	9
	4		59	66.3	49	25	15	10
	5		65	67.0	45	34	15	6
English Learners	3		58	65.9	47	41	3	7
	4		38	42.7	61	29	11	0
	5		36	37.1	53	33	14	0
Students with Disabilities	3		9	10.2	--	--	--	--
	4		7	7.9	--	--	--	--
	5		9	9.3	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	39	29	11	20
	4	89	89	100.0	20	47	28	4
	5	97	91	93.8	41	29	11	20
Male	3		42	47.7	40	14	17	29
	4		34	38.2	29	56	9	6
	5		57	58.8	35	32	9	25
Female	3		45	51.1	38	42	7	11
	4		55	61.8	15	42	40	4
	5		34	35.1	50	24	15	12
Black or African American	3		1	1.1	--	--	--	--
Asian	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		4	4.1	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		1	1.1	--	--	--	--
	5		3	3.1	--	--	--	--
Hispanic or Latino	3		69	78.4	48	30	10	12
	4		53	59.6	30	49	21	0
	5		58	59.8	48	34	5	12
Native Hawaiian or Pacific Islander	5		1	1.0	--	--	--	--
White	3		14	15.9	7	29	14	50
	4		31	34.8	6	42	39	13
	5		22	22.7	14	23	23	41
Two or More Races	3		1	1.1	--	--	--	--
	4		2	2.2	--	--	--	--
	5		3	3.1	--	--	--	--

**School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		66	75.0	48	33	9	8
	4		59	66.3	27	53	19	2
	5		65	67.0	54	32	8	6
English Learners	3		58	65.9	55	29	9	7
	4		38	42.7	39	53	8	0
	5		36	37.1	69	28	3	0
Students with Disabilities	3		9	10.2	--	--	--	--
	4		7	7.9	--	--	--	--
	5		9	9.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

Parents play important roles at First Street School through their active participation and involvement in School Site Council (SSC), English Learner Advisory Committee (ELAC), 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.

#### 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

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			
School	2012-13	2013-14	2014-15
Suspensions Rate	1.12	0.58	0.20
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
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 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	24	20	16		2	4	3	1				
1	30	29	28				2	2	2			
2	28	31	26				3	2	2			
3	30	32	26				2	2	4	1	2	
4	31	25	30		1		2	3	2			1
5	30	29	26			1	3	3	1			2
Other	8			1								



### 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)	.8
Psychologist	.3
Social Worker	N/A
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist	N/A
Other	

#### Average Number of Students per Staff Member

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

### Professional Development provided for Teachers

For the last two years, First Street School has participated in staff development opportunities focused on effective first instruction and school climate and culture in addition to the work in the effective implementation of the Common Core State Standards. The staff has engaged in training provided by the district, county office of education and the school site. Additionally, many opportunities are available for staff development credit, both during the school day and after hours.

### FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

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

- Staff development and implementation of GLAD 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

### 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., 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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8583	2305	6279	75803
District	◆	◆	\$5,672	\$68,795
State	◆	◆	\$5,348	\$69,257
Percent Difference: School Site/District			10.7	10.2
Percent Difference: School Site/ State			17.4	9.5

\* Cells with ◆ do not require data.