

# First Street Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



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

#### California School Dashboard



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

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the 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 website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	First Street Elementary School
<b>Street</b>	1400 1st St.
<b>City, State, Zip</b>	Lincoln, CA. 95648
<b>Phone Number</b>	(916) 645-6330
<b>Principal</b>	Lyndsay Reynolds
<b>Email Address</b>	lreynolds@wpusd.org
<b>School Website</b>	<a href="http://fses.wpusd.org/">http://fses.wpusd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	31-66951-0000000

### 2024-25 District Contact Information

<b>District Name</b>	Western Placer Unified School District
<b>Phone Number</b>	(916) 645-6350
<b>Superintendent</b>	Kerry Callahan
<b>Email Address</b>	kcallahan@wpusd.org
<b>District Website</b>	www.wpusd.org

### 2024-25 School Description and Mission Statement

First Street School is located at 1400 First Street in Lincoln, California. The school is one of eight elementary schools in the Western Placer Unified School District. The school serves transitional kindergarten through fifth grades, a county preschool, and some district special programs. The enrollment is 430 with two to three classes at each grade level. The ethnic composition of the student body is 52% Hispanic, 34% Caucasian, and 14% other designations. English and Spanish are the most common languages spoken in the community. The school houses the Elementary Academy which serves the district’s 3rd-5th Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, an Intervention Service Provider, we are a PBIS school, and we are

## 2024-25 School Description and Mission Statement

working towards becoming a school-wide AVID showcase school. At First Street School, students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. Parents play a vital role at FSS with their active participation and involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC), the Parent Teacher Club (PTC), annual events, monthly Coffee Chats with the principal, Family Learning Nights, and volunteering at the school and in the classrooms. Activities include but are not limited to an annual FUN RUN, a Harvest Festival, dinner nights at local restaurants, an annual Book Fair, school assemblies, StarStruck and Choir performances and more.

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

Some additional opportunities available include:

- \*Science curriculum taught by a science specialist
- \*School-wide music program taught by a music specialist
- \*After-school choir program for upper grades
- \*After-school dance troupe for all grades
- \*Student leadership program for 4-5 students
- \* Roadrunner Ambassadors program
- \* After school enrichments: choir, dance troupe, academic and enrichment clubs.
- \* Staff trained in GLAD and TESS instructional strategies
- \* 1-1 Chromebook to student ratio
- \* Robotics taught during science time for grades 3-5
- \* "B.E.E.P." school rules founded on PBIS (Positive Behavior Intervention Supports) and more than half the staff trained in Youth Development Institute principals for school engagement.
- \* Physical education opportunities including a circuit training program provided by Sami's Circuit and a dance program/performance taught by StarStruck Showcase.

Mission Statement - "Purpose"

"Roadrunners will learn, grow, and thrive!"

Vision Statement - "Compelling Future"

"The community of FSS ensures growth for all by building positive collaborative relationships that inspire a love and ownership of learning."

Values - "Collective Commitments"

To achieve our vision, we are committed to the following belief statements:

We believe that all students are capable of learning and growing and we will utilize intervention time and resources effectively to ensure this happens.

We believe that school-wide collaboration improves educational outcomes and experiences and we will plan with purpose, using data to guide our decisions.

We believe that all stakeholders matter and we will provide ample opportunities for community engagement and feedback from all members of our community.

We believe that communication brings unity and we will communicate frequently with families about behavior and academics, and create transparency around what occurs in the classroom.

We believe that we are role models for our students and each other and we will support each other, admit mistakes, and build self-confidence as models for our students.

We believe that positive relationships are essential to learning and we will intentionally build community between students and students, students and staff, and staff and staff.

We believe that learning should be meaningful and fun, and we will continue learning as educators to ensure we have the tools to provide these experiences for our students.

We believe that learning increases when students create goals and track their growth, and we will provide these opportunities

## 2024-25 School Description and Mission Statement

for our students.

We believe that our students must feel safe to learn, and we will collectively create a safe environment for all members of our community.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	45
Grade 2	47
Grade 3	69
Grade 4	81
Grade 5	93
<b>Total Enrollment</b>	<b>389</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
Asian	1.5
Black or African American	1
Filipino	0.5
Hispanic or Latino	64
Two or More Races	3.3
White	28.5
English Learners	31.6
Foster Youth	0.5
Homeless	6.2
Migrant	1
Socioeconomically Disadvantaged	68.9
Students with Disabilities	16.7

## **A. Conditions of Learning** **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.50	88.10	332.80	75.58	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.60	1.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.70	1.53	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.76	81.90	18.61	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.50	7.14	12.20	2.77	18854.30	6.86
<b>Total Teaching Positions</b>	21.00	100.00	440.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	89.47	363.00	79.27	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	2.63	3.10	0.69	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.80	1.94	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	68.00	14.85	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.50	7.89	14.80	3.25	15831.90	5.67
<b>Total Teaching Positions</b>	19.00	100.00	458.00	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.90	94.11	368.30	78.80	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.20	0.70	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	12.70	2.72	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	63.80	13.66	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	5.89	19.20	4.11	14303.80	5.15
<b>Total Teaching Positions</b>	16.90	100.00	467.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English/Language Arts, including the English language development component of an adopted program <ul style="list-style-type: none"> <li>K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</li> <li>4 – 5 WPUUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready</li> </ul> Common Core Reading and Writing (4/5 - Adopted 2017)	Yes	0
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>TK-McGraw Hill My Math (Adopted 2014)</li> <li>McGraw Hill Reveal Math (Adopted 2023)</li> <li>K - 5 Curriculum Associates Ready Classroom Math (supplemental materials)</li> </ul>	Yes	0
<b>Science</b>	o K – 5 Mystery Science (Adopted 2022)	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman: History/Social Science for CA (Adopted 2007) Studies Weekly : History/Social Science	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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



## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
<b>Interior:</b> Interior Surfaces			X	Multi-Purpose Room 4800 sq ft: Vinyl flooring is worn Room 1 960 sq ft: Carpet is rippled Room 3 960 sq ft: Carpet is stained Room 8 960 sq ft: Flooring is stained Room 10 960 sq ft: Carpet is stained Room 12 960 sq ft: Carpet is rippled Room 13 960 sq ft: Carpet seam visible Room 15 960 sq ft: Carpet seam visible Room 17 960 sq ft: Carpet is stained, carpet seam visible Room 18 960 sq ft: Carpet seam visible Room 19 960 sq ft: Carpet is stained Room 20 960 sq ft: Carpet is stained, carpet seam visible Room 21 960 sq ft: Carpet is stained, carpet is rippled West Portable Restroom 480 sq ft: Sheet vinyl is stained Interior surfaces appear to be clean, safe, and functional.
<b>Cleanliness:</b> 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. There is no evidence of a major pest or vermin infestation.
<b>Electrical</b>	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). Drinking fountains appear to be accessible and functioning as intended.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Admin Office 3840 sq ft: North exit door paint is peeling, deck coating is peeling Multi Purpose Room: Tacky wall surfacing is damaged The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to

## School Facility Conditions and Planned Improvements

			be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exits signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locks and labeled properly).
<b>Structural:</b> Structural Damage, Roofs	X		Admin Office: Dry rot evident above rear soffit Staff Lounge 1440 sq ft: Deck dry rot evident Room 15: exterior dry rot evident Room 16 960 sq ft: Exterior dry rot evident, Deck stairs to garden need repaired Room 24 960 sq ft: Exterior dry rot evident There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, means, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Playground: Slurry coat needed The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

## Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	54	56	55	53	46	47
<b>Mathematics</b> (grades 3-8 and 11)	45	51	42	42	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	237	237	100.00	0.00	55.70
Female	113	113	100.00	0.00	55.75
Male	124	124	100.00	0.00	55.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	139	139	100.00	0.00	42.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	78	78	100.00	0.00	75.64
English Learners	58	58	100.00	0.00	13.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	140	100.00	0.00	38.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	18.52

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	237	236	99.58	0.42	51.27
<b>Female</b>	113	113	100.00	0.00	40.71
<b>Male</b>	124	123	99.19	0.81	60.98
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	139	138	99.28	0.72	39.86
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	63.64
<b>White</b>	78	78	100.00	0.00	67.95
<b>English Learners</b>	58	58	100.00	0.00	20.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	140	139	99.29	0.71	37.41
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	27	27	100.00	0.00	25.93

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	38.55	38.71	36.03	33.43	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	93	93	100.00	0.00	38.71
<b>Female</b>	45	45	100.00	0.00	37.78
<b>Male</b>	48	48	100.00	0.00	39.58
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	53	53	100.00	0.00	22.64
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	29	100.00	0.00	65.52
<b>English Learners</b>	20	20	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	52	52	100.00	0.00	11.54
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	99%	100%	99%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2024-25 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), Coffee Chats with the principal, Family Learning Nights, annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents. We have begun a more extensive process for reviewing school information with staff, district, and community stakeholders. In addition, a parent survey has been conducted the past two years to get some feedback on how the community felt we were doing and where they would like to see some improvements and changes. We communicate extensively through our school website; the "Roadrunner Weekly" newsletter; school App notifications; Parent Square calls and emails; our Facebook page; and Peach Jar flyers.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	416	406	77	19.0
Female	191	184	32	17.4
Male	225	222	45	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	260	257	54	21.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	1	7.7
White	121	115	19	16.5
English Learners	131	131	27	20.6
Foster Youth	--	--	--	--
Homeless	27	26	9	34.6
Socioeconomically Disadvantaged	290	283	68	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	77	18	23.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.9	1.96	1.92	3.12	2.47	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.12	0.04	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0.00
Female	0.00	0.00
Male	3.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.69	0.00
White	0.00	0.00
English Learners	2.29	0.00
Foster Youth	0.00	0.00
Homeless	3.70	0.00
Socioeconomically Disadvantaged	2.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.60	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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. Monthly drills are planned and carried out annually, as well as a school-wide evacuation/reunification drill. A new district-wide

## 2024-25 School Safety Plan

communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site. We also continue to enhance our camera system to add better schoolwide surveillance coverage.

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

## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	37		2	2
2	29	2	2	2
3	38	2	3	2
4	34	3	2	2
5	34	2	2	2

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	21		2	
2	26		2	
3	18	1	3	
4	23	1	3	
5	17	2	3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	17	2		
2	24		2	
3	23		3	
4	27		3	
5	27		3	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

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

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$16,861	\$6,480	\$10,381	\$93,679
<b>District</b>	N/A	N/A	\$10,270	\$88,148
<b>Percent Difference - School Site and District</b>	N/A	N/A	1.1	6.1
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-3.7	-1.1

## Fiscal Year 2023-24 Types of Services Funded

The administration and staff have done this through extensive staff development and instructional improvements including:

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

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,259	\$58,855
<b>Mid-Range Teacher Salary</b>	\$92,257	\$92,519
<b>Highest Teacher Salary</b>	\$108,876	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$129,656	\$142,791
<b>Average Principal Salary (Middle)</b>	\$134,787	\$151,078
<b>Average Principal Salary (High)</b>	\$148,891	\$167,094
<b>Superintendent Salary</b>	\$261,664	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	33%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

For the last five years, First Street School has participated in staff development opportunities focused on effective first instruction (AVID, TESS, GLAD, ELL, Ready Common Core) and school climate and culture (YDI, PBIS) in addition to the work in the effective implementation of the Common Core State Standards. Currently, we are going through continued AVID training and PLC development. The staff has also engaged in additional training provided by the district, county office of education and the school site. Additionally, many opportunities are available for staff development credit, both during the school day/year and after hours.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	8	7