

# Scott M. Leaman Elementary

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

#### 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.

### Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Scott M. Leaman Elementary
<b>Street</b>	1200 Brentford Circle
<b>City, State, Zip</b>	Lincoln, CA 95648
<b>Phone Number</b>	916 -409-2401
<b>Principal</b>	Cinnamon Johnsrud
<b>Email Address</b>	<a href="mailto:cjohnsrud@wpusd.org">cjohnsrud@wpusd.org</a>
<b>School Website</b>	<a href="http://smles.wpusd.org/">http://smles.wpusd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	31-66951-0000000

## 2025-26 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>	<a href="mailto:kcallahan@wpusd.org">kcallahan@wpusd.org</a>
<b>District Website</b>	<a href="http://www.wpusd.org">www.wpusd.org</a>

## 2025-26 School Description and Mission Statement

Scott M. Leaman Elementary school is a newer school in Lincoln California. The school serves approximately 540 students that range in age from TK - 5th grade. Scott M. Leaman Elementary school aims to integrate STEAM Education by empowering students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. Lemurs are the learners, innovators, and leaders of the 21st century. School Mission: Lemurs lead the way! This is in connection with the vision statement of Leaman Elementary school. Our students will develop skills needed to become critical thinkers, problem solvers, and responsible citizens in the 21st century through the experience of learning by doing.

## 2025-26 School Description and Mission Statement

All students at all levels are supported to reach their potential. To support all learners Leaman uses the MTSS model of support for academic, attendance and behavior needs. For academics use Project Lead The Way (PLTW) as our supplemental science curriculum, in addition to district adopted curriculum. Teachers at all grade levels have been trained in this program and it is aligned with Next Generation Science Standards (NGSS). Students will work at their own academic level through iReady learning. At Leaman Elementary, we strive to promote successful learning in a safe and caring environment through the Positive Behavioral Interventions and Support (PBIS) program.

With the support of an active PTO, Leaman students also participate in enrichment activities such as student leadership, student musicals, dance programs, etc.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	73
Grade 2	75
Grade 3	76
Grade 4	93
Grade 5	97
<b>Total Enrollment</b>	<b>513</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2
Male	47.8
American Indian or Alaska Native	0.2
Asian	5.7
Black or African American	1.6
Filipino	1.9
Hispanic or Latino	23.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.7
White	52.2
English Learners	4.9
Foster Youth	0.2
Homeless	1.2
Socioeconomically Disadvantaged	20.7
Students with Disabilities	13.6

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

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

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

## 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>	21	100	363	79.27	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.1	0.69	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	8.8	1.94	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	68	14.85	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	14.8	3.25	15831.9	5.67
<b>Total Teaching Positions</b>	21	100	458	100	279044.8	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.

## 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>	19.8	99	368.3	78.8	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.2	0.7	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	12.7	2.72	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	63.8	13.66	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.2	1	19.2	4.11	14303.8	5.15
<b>Total Teaching Positions</b>	20	100	467.4	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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>	20.9	91.3	369.1	78.31	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	4.6	0.99	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	10.5	2.24	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	56.8	12.07	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.9	8.66	30.1	6.4	13705.8	4.91
<b>Total Teaching Positions</b>	22.9	100	471.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

September 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	K- 3 Benchmark Education Company Benchmark Advance (Adopted 2017)  4-5 WPUSD English Language Arts Curriculum Maps and Anchor Texts Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)	0
<b>Mathematics</b>	TK McGraw Hill Math (Adopted 2014) K-5 McGraw Hill Reveal Math (Adopted 2023)	0
<b>Science</b>	K-5 Mystery Science (Adopted 2022) TK - 5 PLTW Pathways as a supplemental material	0
<b>History-Social Science</b>	K-5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) Supplemental Scholastic and Time for Kids	0

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

## School Facility Conditions and Planned Improvements

Scott M. Leaman Elementary School opened in 2020, and is the newest elementary school in WPUSD. The facility overall remains in newer/excellent condition. The school custodial and maintenance staff maintain the school's new condition and work diligently to address any needs or facility issues that may arise. A shade structure on the playground was installed in

## School Facility Conditions and Planned Improvements

October 2024 to provide shade for students. Additionally, a plan for maintaining the wood trim above the main building is in development.

Year and month of the most recent FIT report

07/2025

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. 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			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.
<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 2,233 sq ft: Exterior natural wood trim finish peeling Library: Exterior natural wood trim finish peeling Multi-Purpose Room: Exterior natural wood trim finish peeling The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stores properly (e.g. locked and labeled properly).
<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. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is not visible evidence of severe cracks, dry rot, mold, or damage that

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		undermines the structural components. Roof systems appear to be functioning properly.  The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and ages are functioning and do not pose a security risk.
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## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	61	61	53	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	58	59	42	44	35	37

## 2024-25 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
<b>All Students</b>	273	267	97.80	2.20	60.67
<b>Female</b>	142	139	97.89	2.11	60.43
<b>Male</b>	131	128	97.71	2.29	60.94
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	54.55
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	63	63	100.00	0.00	49.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	39	97.50	2.50	61.54

<b>White</b>	150	145	96.67	3.33	65.52
<b>English Learners</b>	19	17	89.47	10.53	35.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	49	46	93.88	6.12	47.83
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	15.79

## 2024-25 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	273	268	98.17	1.83	58.96
<b>Female</b>	142	140	98.59	1.41	54.29
<b>Male</b>	131	128	97.71	2.29	64.06
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	54.55
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	63	63	100.00	0.00	52.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	39	97.50	2.50	64.10
<b>White</b>	150	146	97.33	2.67	61.64
<b>English Learners</b>	19	18	94.74	5.26	33.33
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	49	47	95.92	4.08	42.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	15.79

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	42.57	42.71	33.43	36.7	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	96	98.97	1.03	42.71
Female	52	52	100.00	0.00	40.38
Male	45	44	97.78	2.22	45.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	13.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	46.67
White	61	60	98.36	1.64	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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	97%	99%	99%	98%	98%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Having parents connected to school is extremely important for student success. Leaman Elementary welcomes parents on campus and creates opportunities for parents and community members to participate in school activities and student learning. Parents and guardians can volunteer in a number of capacities - support in the classroom, field trip chaperone, Project Cornerstone, etc. Volunteers are expected to be cleared through our volunteer process. Volunteer sign in sheets are kept in the office, and our school has several volunteers on campus each and every day.

Scott M. Leaman Elementary has a Parent Teacher Organization (PTO) that supports our school by engaging families and providing financial support for the school. Parents and families are welcome to on-campus and online PTO meetings to gather input. Along with this, families are able to give guidance for the school through the school site council and other committees as needed to support the direction of the campus. Scott M. Leaman Elementary is also a welcoming place for families and the school reaches out through parent/family engagement nights and other activities. When possible the school opens up for picnic/lunch days and other events to continue to grow our school community.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	535	532	61	11.5
Female	276	275	33	12.0
Male	259	257	28	10.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	6	16.7
Black or African American	--	--	--	--
Filipino	11	11	3	27.3
Hispanic or Latino	123	123	14	11.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	60	9	15.0
White	279	276	24	8.7
English Learners	31	31	6	19.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	121	121	29	24.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	83	18	21.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.36	1.21	0.56	2.47	2.01	2.07	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.12	0.04	0.06	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.36	0.00
Male	0.77	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	0.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.72	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

## 2025-26 School Safety Plan

The safety of students and staff is a primary concern at Scott M. Leaman Elementary. The school is always in compliance with all laws, rules, and regulations pertaining student safety. The School Safety Plan was reviewed by our School Site Council and by staff in November 2024. Scott M. Leaman Elementary School follows the district safety plan which uses the standard response protocol. The standard response protocol simplifies the language used during an emergency in order to ensure student and staff safety. The language being used is lockout, lockdown, evacuate, and shelter. During any emergency these 4 terms with specific language are used to inform and guide students during the emergency. At Scott M. Leaman, several elements are in place to ensure fidelity with our safety plan including a school safety team, radios for communication, an AERTUS system, and an emergency kit for each room/area on campus. Leaman conducts monthly fire drill in addition to four other safety drills (earthquake, lockdown) throughout the year. The school is equipped with safety cameras, gates, and automatically locked, reinforced doors in case of a lockdown emergency. All visitors must check-in with the office, and only cleared volunteers are allowed to volunteer in classes. Classroom doors remain locked during the school day.

Students are supervised around campus by teachers and campus supervisors prior to school starting, during recess and lunch, and after school at pick-up. Campus supervisors wear brightly colored safety vests for easy identification. They carry radios for communication and check-in with the office during the supervision times. Student expectations and procedures are practiced and followed routinely.

Our school uses PBIS to encourage positive behavior and expectations. Staff models positive school behavior daily and reinforces positive behavior with a positive reward system. Anti-bullying messaging and activities occur throughout the year, restorative practices are used, and assemblies occur to discuss and establish expectations, norms, and a safe climate at school.

## 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.

## 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	18	1	4	0
1	19	1	3	0
2	21	1	3	0
3	23	1	3	0
4	33	0	1	0
5	22	1	3	0
6	0	0	0	0
Other	0	0	0	0

## 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	17	1	3	0
1	16	2	3	0
2	19	1	3	0
3	22	1	3	0
4	23	1	3	0
5	34	0	0	2
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	3		
1	15	2	3	
2	15	2	3	
3	19	1	3	
4	23	1	3	
5	24	1	2	

## 2024-25 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

## 2024-25 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	1

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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>	\$15,722	\$5,950	\$9,772	\$95,156
<b>District</b>	N/A	N/A	\$10,263	\$92,779
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.9	7.6
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	-9.7	0.5

## Fiscal Year 2024-25 Types of Services Funded

LCFF funds were approved by the school site council to be allocated in several ways to address both student academic progress and student engagement. As a STEAM based school, Project Lead The Way curriculum and training is funded, as well as STEAM training/PD for staff. The school has also dedicated funds for technology, PBIS, and other supplemental technology supports. We also have funding for student enrichment programs/clubs, after-school tutoring, art supplies, educational assemblies, and PE equipment. The school supports students with an MTSS team, an SST coordinator, PBIS and positive rewards systems, and assemblies for engagement, climate, and positive messaging.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$45,818	\$62,145
<b>Mid-Range Teacher Salary</b>	\$83,387	\$97,088
<b>Highest Teacher Salary</b>	\$113,231	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$135,378	\$151,343
<b>Average Principal Salary (Middle)</b>	\$139,473	\$159,514
<b>Average Principal Salary (High)</b>	\$156,951	\$177,261
<b>Superintendent Salary</b>	\$270,312	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.03%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	5.75%	5.4%

## Professional Development

As part of the professional growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, certificated and classified staff. WPUSD offers staff development days during the school year where district staff members are offered professional growth opportunities to expand staff knowledge in curriculum, assessment and instructional strategies. Staff development topics are determined based on student achievement data, new adoption curriculum needs, technological needs, and teacher professional growth requests. During the staff development day in 2024, most teachers were provided with training in Performance Matters to support the PLC process. At Scott M. Leaman, teachers have been trained in STEAM teaching through Project Lead The Way in previous school years to support the STEAM initiative.

Teachers have also worked with district education specialists on data analysis and data cycles. Teachers are provided with guidance on the PLC process to improve student learning. Additionally, WPUSD has had a focus on the development of the Guaranteed Viable Curriculum (GVC). Teachers continue to receive professional development on the implementation of the GVC in both math and ELA. Both certificated and classified staff members receive professional development in PBIS to ensure a culture that supports all students through positive relationships, explicit teaching of school wide expectations, etc. Scott M. Leaman is also in the early phases on building a social emotional learning program, and several staff members have received training.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	70	10	