

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

**MEMBERS OF THE GOVERNING BOARD**

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

**DISTRICT ADMINISTRATION**

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

<b>School</b>	<b><u>STUDENT ENROLLMENT</u></b>		
	<b>2012/13 CEBEDS</b>	<b>12/2/2013</b>	<b>1/6/2014</b>
Sheridan Elementary (K-5)	84	79	81
First Street Elementary (K-5)	465	498	491
Carlin C. Coppin Elementary (K-5)	412	396	399
Creekside Oaks Elementary (K-5)	559	630	641
Twelve Bridges Elementary (K-5)	717	677	682
Foskett Ranch Elementary (K-5)	552	535	538
Lincoln Crossing Elementary (K-5)	684	693	691
Glen Edwards Middle School (6-8)	686	727	730
Twelve Bridges Middle School (6-8)	853	821	817
Lincoln High School (9-12)	1,516	1,575	1,562
Phoenix High School (10-12)	65	66	65
<b>TOTAL</b>	<b>6593</b>	<b>6697</b>	<b>6697</b>

**Parent Participation Program**

First Street 18 A.M. /8 P.M.  
 Sheridan 20 P.M.  
 Carlin Coppin 8 P.M.  
 Twelve B. E. 18 A.M.

**Pre-K/Special Ed**

Foskett 16  
 FSS PPPIP 55

**Parent Education** 101

**State Preschool**

First & L Street 23 A.M. /20 P.M.  
 Carlin Coppin 21 A.M.  
 Sheridan 16 A.M.

**GLOBAL DISTRICT GOALS**

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

**Western Placer Unified School District**  
**Regular Meeting of the Board of Trustees**  
February 4, 2014, 7:00 P.M.  
Lincoln High School – Performing Arts Theater  
790 J Street, Lincoln, CA 95648

**AGENDA**

**2013-2014 Goals & Objectives (G & O) for the Management Team:** *Component I:* Quality Student Performance; *Component II:* Curriculum Themes; *Component III:* Special Student Services; *Component IV:* Staff & Community Relations; *Component V:* Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

**5:40 P.M. START**

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

**5:45 P.M.**

2. **CLOSED SESSION** – Lincoln High School - Library
  - 2.1 **CONFERENCE WITH LABOR NEGOTIATOR**  
Bargaining groups: WPTA & CSEA Negotiations  
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations
  - 2.2 **CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**  
Case No. 10248-SACRCI
  - 2.3 **PERSONNEL**
    - a. Public Employee Employment/Discipline/Dismissal/Release – CE 13/14.2
    - b. Public Employee Performance Evaluation – Superintendent
  - 2.4 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**  
Student Discipline/Expulsion Pursuant to E.C. 48918  
Student Expulsion # 13-14 J

**7:00 P.M.**

3. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE**–Lincoln High School Performing Arts Theater  
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:
  - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**  
Bargaining groups: WPTA & CSEA Negotiations

Agenda

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

**3.2 CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**  
Case No. 10248-SACRCI

**3.3 PERSONNEL**

- a. Public Employee Employment/Discipline/Dismissal/Release – CE 13/14.2
- b. Public Employee Performance Evaluation – Superintendent

**3.4 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C.48918**  
Student Discipline/Expulsion Pursuant to E.C. 48918  
Student Expulsion # 13-14 J

**4. SPECIAL ORDER OF BUSINESS**  
Presentation of Employee Service Pins

**5. CONSENT AGENDA**

**NOTICE TO THE PUBLIC**

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

- 5.1 Approval of Meeting Minutes for:
    - January 21, 2014 Regular Board of Trustee Meeting
  - 5.2 Approval of Warrants
  - 5.3 Classified Personnel Report
- Roll call vote:*

**6. COMMUNICATION FROM THE PUBLIC**

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

**7. REPORTS & COMMUNICATION**

- 7.1 Lincoln High School, Student Advisory – Jillian Loya
- 7.2 Western Placer Teacher's Association – Tara McCroskey
- 7.3 Western Placer Classified Employee Association – Mike Kimbrough
- 7.4 Superintendent – Scott Leaman

February 4, 2014

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## 8. ♦ACTION ♦DISCUSSION ♦INFORMATION

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

8.1 Action **SCHOOL ACCOUNTABILITY REPORT CARDS (SARCs) – Boyle***(13-14 G & O Component I, II, III, IV, V*

●In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative was to provide California are required annually to prepare School Accountability Report Cards (SARC) and disseminate them to the public via websites. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals, based on information from the previous year (2012 - 2013).

8.2 Information **CALPADS UPDATE – Boyle** *(13-14 G & O Component I, II, III, IV, V*

●Five years ago, California Department of Education and California school district began the conversion to CALPADS – California Longitudinal Pupil Achievement Data System. IBM was contracted to work with CDE, CSIS (California School Information Services) and school districts to create this new system of data sharing, allowing districts immediate access to information on students transferring from other California public schools, allowing for easy uploading of testing data, etc.

8.3 Information **KINDERGARTEN REGISTRATION FOR 2014/15 – Boyle** *(13-14 G & O Component I, II, III, IV, V*

●Kindergarten registration for the 2014/15 school year begins in March (including Transitional Kindergarten), with enrollment packets available at elementary school sites on March 3rd. The first date that completed packets may be returned to elementary school sites is Monday, March 10<sup>th</sup> for Lincoln Crossing Elementary School, and Tuesday, March 11<sup>th</sup> for all other elementary schools. A press release was issued January 21<sup>st</sup> to inform families and information regarding Kindergarten registration is available on our District website.

8.4 Information **SUMMER SCHOOL 2014 – Boyle** *(13-14 G & O Component I, II, III, IV, V*

●Preparations are being made for 2014 Summer School for credit-deficient high school students and for Extended School Year (ESY) for students with an IEP that calls for additional summer services. Credit recovery summer school will be offered at Lincoln High School for students who have completed 9<sup>th</sup> – 12<sup>th</sup> grades and who need to make up a class.

8.5 Information **COMMON CORE STATE STANDARDS – SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) – Boyle** *(13-14 G & O Component I, II, III, IV, V*

●This is the fourth in a series of Board and Community presentations on the Common Core State Standards (CCSS). CCSS, adopted by the State of California in 2010, reflect an enormous shift in instructional strategies and

February 4, 2014

Agenda

learning expectations on the parts of school districts and students. The Common Core State Standards align the learning standards for students in grades K- 12 across the nation on a par with international standards and reflect a major revision from the previously adopted 1997 California State Standards. Common Core State Standards are more rigorous, more clearly organized, focus on higher levels of student thinking, and prepare students for college and career.

**9. BOARD OF TRUSTEES**

**9.1 FUTURE AGENDA ITEMS**

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

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

**9.2 BOARD MEMBER REPORTS/COMMENTS**

**10. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

➤ **February 18, 2014 7:00 P.M.**, Regular Meeting of the Board of Trustee – Phoenix High School

**11. ADJOURNMENT**

<p><b>BOARD BYLAW 9320:</b> Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1</p>
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Posted: 013114

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**DISCLOSURE  
OF ACTION  
TAKEN IN  
CLOSED SESSION,  
IF ANY**

# **Western Placer Unified School District**

## **CLOSED SESSION AGENDA**

Place: Lincoln High School – Library

Date: Tuesday, February 4, 2014

Time: 5:45 P.M.

1. LICENSE/PERMIT DETERMINATION
  2. SECURITY MATTERS
  3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
  4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
  5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
  6. LIABILITY CLAIMS
  7. THREAT TO PUBLIC SERVICES OR FACILITIES
  8. PERSONNEL
    - \* PUBLIC EMPLOYEE APPOINTMENT
    - \* PUBLIC EMPLOYEE EMPLOYMENT
    - \* PUBLIC EMPLOYEE PERFORMANCE EVALUATION
    - \* PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE
    - \* COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
  9. CONFERENCE WITH LABOR NEGOTIATOR
  10. STUDENTS
    - \* STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
    - \* STUDENT PRIVATE PLACEMENT
    - \* INTERDISTRICT ATTENDANCE APPEAL
    - \* STUDENT ASSESSMENT INSTRUMENTS
    - \* STUDENT RETENTION APPEAL, Pursuant to BP 5123
    - \* DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION
- 
1. LICENSE/PERMIT DETERMINATION
    - a. Specify the number of license or permit applications.
  2. SECURITY MATTERS
    - a. Specify law enforcement agency
    - b. Title of Officer,
  3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
    - a. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.

- b. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
  - c. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.
- 4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
  - a. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
  - b. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
- 5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
  - a. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
  - b. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
- 6. **LIABILITY CLAIMS**
  - a. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
  - b. Agency claims against.
- 7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
  - a. Consultation with: specify name of law enforcement agency and title of officer.
- 8. **PERSONNEL:**
  - A. **PUBLIC EMPLOYEE APPOINTMENT**
    - a. Identify title or position to be filled.
  - B. **PUBLIC EMPLOYEE EMPLOYMENT**
    - a. Identify title or position to be filled.
  - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
    - a. Identify position of any employee under review.
  - D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
    - a. It is not necessary to give any additional information on the agenda.
  - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
    - a. No information needed
- 9. **CONFERENCE WITH LABOR NEGOTIATOR**
  - a. Name any employee organization with whom negotiations to be discussed are being conducted.
  - b. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
  - c. Identify by name the agency's negotiator
- 10. **STUDENTS:**
  - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
  - B. **STUDENT PRIVATE PLACEMENT**
    - a. Pursuant to Board Policy 6159.2
  - C. **INTERDISTRICT ATTENDANCE APPEAL**
    - a. Education Code 35146 and 48918
  - D. **STUDENT ASSESSMENT INSTRUMENTS**
    - a. Reviewing instrument approved or adopted for statewide testing program.
  - E. **STUDENT RETENTION/ APPEAL**
    - a. Pursuant to Board Policy 5123
  - F. **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
    - a. Prevent the disclosure of confidential student information.



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

<b>MISSION STATEMENT:</b> Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
<b>DISTRICT GLOBAL GOALS</b>	
<ol style="list-style-type: none"><li>1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students</li><li>2. Foster a safe, caring environment where individual differences are valued and respected.</li><li>3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.</li><li>4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.</li><li>5. Promote student health and nutrition in order to enhance readiness for learning.</li></ol>	

**SUBJECT:**

Bargaining Groups:

WPTA & CSEA Negotiations

Agency Negotiators:

Scott Leaman, Superintendent

Mary Boyle, Deputy Superintendent

Ryan Davis, Assistant Superintendent

of Personnel Services Audrey Kilpatrick,

Assistant Superintendent Business and Operations

**AGENDA ITEM AREA:**

Disclosure of action taken in  
closed session

**REQUESTED BY:**

Ryan Davis

Assistant Superintendent  
of Personnel Services

**ENCLOSURES:**

No

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

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

**ADMINISTRATION RECOMMENDATION:**

Administration recommends the board of trustees be updated on negotiations.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

CONFERENCE WITH LEGAL COUNSEL –  
EXISTING LITIGATION –  
CASE NO. 10248-SACRCI

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

No

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

The Board of Trustees will disclose any action taken in closed session in regard to the Existing Litigation Case No. 10248-SACRCI

**RECOMMENDATION:**

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

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Public Employee Employment/ Discipline/  
Dismissal/Release  
• CE 13/14.2

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Scott Leaman, Superintendent  
Ryan Davis  
Assistant Superintendent of  
Personnel Services

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General/Categorical

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

Yes

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**BACKGROUND:**

Board of Trustees will disclose any action taken in closed session in regard to Employee # CE 13/14.2 Employment/ Discipline/Dismissal/Release.

**RECOMMENDATION:**

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Employee # CE 13/14.2 Employment/Discipline/Dismissal/Release.

33.9

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Public Employee Performance Evaluation -  
Superintendent

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Board of Trustees

**ENCLOSURES:**

No

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

General Fund

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

The Board of Trustees will disclose any action taken in closed session in regards to the Performance Evaluation of the Superintendent.

**RECOMMENDATION:**

Administration recommends the Board of Trustees disclose any action taken in closed session in regards to the Public Employee Performance Evaluation.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Student Discipline  
Expulsion Student #13-14-J

**AGENDA ITEM AREA:**

Closed Session

**REQUESTED BY:**

Michael Doherty  
District Hearing Officer

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

February 04, 2014

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

The Board of Trustees will disclose any action taken during Closed Session in regards to the expulsion of Student 13-14-J

**RECOMMENDATION:**

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

**SPECIAL  
ORDER  
OF  
BUSINESS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Employees will be Recognize  
for their Years of Service

**AGENDA ITEM AREA:**

Special Order of Businesses

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

No

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

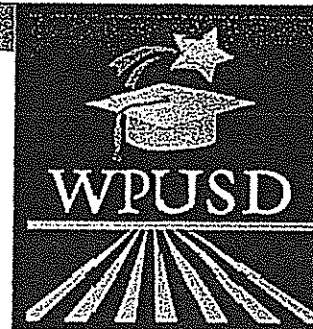
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**BACKGROUND:**

The Board of Trustees would like to recognize employees for their Years of Service to Western Placer Unified School District.

**RECOMMENDATION:**

The Administration recommends the recognition.



# **PLEASE JOIN THE BOARD OF TRUSTEES FOR A SPECIAL RECOGNITION**

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I would like to give you a special invitation to attend the next Board of Trustee Meeting which will be held on:

*Date: February 4, 2014*

*Time: 7:00 p.m.*

*Place: Lincoln High School Performing Arts Bldg.*

*790 J Street, Lincoln*

You will be recognized for your years of service to the Western Placer Unified School District.

\_\_\_\_\_  
Scott Leaman, Superintendent



**CONSENT**

**AGENDA**

**ITEMS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
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5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Approval of Minutes:

- January 21, 2014 Regular Meeting

**AGENDA ITEM AREA:**

CONSENT AGENDA

**REQUESTED BY:**

Scott Leaman,  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

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

- January 21, 2014 Regular Board of Trustee Meeting

**RECOMMENDATION:**

Administration recommends the Board of Trustees take action to approve minutes.

Western Placer Unified School District  
**Regular Meeting of the Board of Trustees**  
January 21, 2013, 7:00 P.M.  
Lincoln High School – Performing Arts Theater  
790 J Street, Lincoln, CA 95648

**MINUTES**

**2013-2014 Goals & Objectives (G & O) for the Management Team:** Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

**Board Members Present:**

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

**Others Present:**

Scott Leaman, Superintendent  
Audrey Kilpatrick, Assistant Superintendent of Business & Facilities  
Ryan Davis, Assistant Superintendent of Personnel Services  
Rosemary Knutson, Secretary to the Superintendent  
Heather Steer, Facilities Coordinator  
Carol Percy, Lincoln News Messenger

**6:00 P.M. START**

1. **CALL TO ORDER** – Lincoln High School – Performing Arts Theater

**6:05 P.M.**

2. **CLOSED SESSION** – Lincoln High School – Library

- 2.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations  
Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

- 2.2 **PERSONNEL**

- a. Public Employee Employment/Discipline/Dismissal/Release – CE 13/14.1
    - b. Public Employee Performance Evaluation – Superintendent

- 2.3 **CONFERENCE WITH LEGAL COUNSEL–ANTICIPATED LITIGATION**

- 1 Potential Case

5.1.1

January 21, 2014

Minutes

7:00 P.M.

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

3.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators: Scott Leaman, Superintendent, Mary Boyle, Deputy Superintendent of Educational Services, Ryan Davis, Assistant Superintendent of Personnel Services, Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

3.2 **PERSONNEL**

- a. Public Employee Employment/Discipline/Dismissal/Release – CE 13/14.1

Mr. Armitage reported the Board of Trustees took action to approve the leave of absence of employee CE 13/14.1.

- b. Public Employee Performance Evaluation – Superintendent

No action taken

3.3 **CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION**

- 1 Potential Case

No action taken

4. **SPECIAL ORDER OF BUSINESS**

School Being Featured: Lincoln High School –

Mr. Berns, Principal spoke about all the programs LHS is currently offering students. He introduced Mr. Hess, with the Ag department. Mr. Hess introduced the 2013-14 FFA officers and had them present a mock meeting. The officers included:

- Todd Scott, **President**
- Jocelyn McCoy, **Vice President**
- Abbie Williams, **Secretary**
- Kelsy Prentice, **Treasurer**
- Sonia Del Toro, **Reporter**
- Kayla Krapf, **Historian**
- Kaytlyn Shawnee, **Student Advisor**
- Stefani Del Toro, **Student Advisor**
- Ms. Walker, Mr. Trueblood, Mr. Hess, Mrs. Armistead, **Advisors**

Each student shared their job duties as officers of the LHS FFA. FFA will have their annual Open House on April 23<sup>rd</sup> at the Farm.

Mr. Hess spoke about what a great program FFA is, as well as many other programs at Lincoln High.

5.1.2

January 21, 2014

Minutes

Mr. Berns, LHS Principal spoke about all the wonderful things that are happening on campus, along with the growth on campus. He also shared about the WASC, and introduced the coordinators Mr. David Hill, and Mr. Mark Freestone. Mr. Hill gave a brief update on WASC. They are in the planning process, and hope to have a page on the school website soon to keep the public updated. Thursday, January 30<sup>th</sup> is the Freshman Orientation /Zebra Showcase" 6:30 to 8:00 p.m. at Lincoln High School, check the website for more details [lhs.wpusd.k12.ca.us](http://lhs.wpusd.k12.ca.us)

**5. CONSENT AGENDA**

- 5.1 Approval of Meeting Minutes for:
  - December 3, & 17<sup>th</sup>, 2013 Board of Trustee Meetings
- 5.2 Approval of Warrants
- 5.3 Classified Personnel Report
- 5.4 Certificated Personnel Report
- 5.5 Report of Disclosure Requirements for Quarterly Reports of Investments.
- 5.6 Williams Uniform Quarterly complaint Report.
- 5.7 Agreement for Lincoln High School and Eastbay Team Services for Purchasing of all athletic apparel and footwear July 1, 2014 - June 30, 2015.
- 5.8 Student Discipline Stipulated Expulsion Students # 13/14 – G, H, I & J.
- 5.9 Western Placer Schools Conservation Bank
- 5.10 Approve Comprehensive Safe School Plans.

Motion by Mr. Carras, seconded by Mr. Long, and passed by a 5-0 roll call vote, to approve consent agenda as presented. Roll call vote: Haley, Long, Armitage, Carras, Wyatt

**6. COMMUNICATION FROM THE PUBLIC**

No communication from the public.

**7. REPORTS & COMMUNICATION**

- 7.1 Lincoln High School, Student Advisory – Jillian Loya was not present
- 7.2 Western Placer Teacher's Association – Tara McCroskey had no report
- 7.3 Western Placer Classified Employee Association, Mike Kimbrough had no report
- 7.4 Superintendent – Scott Leaman reported the following:
  - There will be a Special Meeting with the WPUSD Board of Trustees and the Lincoln City Council, Wednesday, January 22, 2014
  - The next few months will be very busy with LCFF

**8. ♦ACTION ♦DISCUSSION ♦INFORMATION****8.1 Information GOVERNOR'S STATE BUDGET PROPOSALS 2014-15 –**

*Kilpatrick (13-14 G & O Component I, II, III, IV, V)*

• The Governor's January Budget was released early on January 9, 2014. Staff attended the School Services of California Governor's Budget Workshop on January 17, 2014. For K-12 schools, the Governor is proposing:

- Fund \$2.2 billion to eliminate all cash deferrals to K-12 schools
- Fund \$4.5 billion of additional funding allocated through the LCFF, an average increase of 10.9% or \$755 per pupil with an average base grant equivalent to \$7,829 per ADA, including class size reduction and career technical education adjustments.

5.1.3

January 21, 2014

Minutes

- Fund \$33.3 million to support a 0.86% cost-of-living adjustment for the remaining categorical programs outside of the LCFF formula
- Proposals to increase instructional flexibility in the use of non-classroom based independent study
- \$46.5 million in Prop. 98 funds to implement a revised student assessment system aligned to the new state standards

An update will be provided to the Board at the meeting.

Audrey Kilpatrick reported after attending the California Governor's Budget Workshop on Friday, January 17<sup>th</sup>. She gave a power point presentation on the Governor's Proposals for the 2014-15 State Budget and K-12 Education, and will keep the board updated throughout the year.

8.2 Information **HORIZON CHARTER SCHOOL'S 2012-13 ANNUAL FINANCIAL STATEMENTS AND AUDIT REPORT**– Kilpatrick (13-14 G & O Component I, II, III, IV, V)

• Western Placer Unified School District, as the sponsoring authority for Horizon Charter School, is responsible for fiscal oversight. Accordingly, their annual financial statements and audit report are provided for your review. Crowe Horwath LLP., prepared the annual audit report of Horizon Charter School for the fiscal year ended June 30, 2013.

Audrey Kilpatrick reported on a meeting she attended in reference to the Horizon Charter audit report. There were no audit adjustments, but there were findings and recommendations that need to be made. Audrey is currently in the process of meeting with Horizon and making sure the recommended changes are made.

8.3 Discussion/ **SUNSHINE PROPOSALS FOR NEGOTIATIONS REGARDING THE COLLECTIVE BARGAINING AGREEMENT BETWEEN WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS ASSOCIATION** – Davis (13-14 G & O Component I, II, III, IV, V)

Action

• Pursuant to Government Code section 3547, all contract proposals of the recognized employee groups and of the District must be presented at a public meeting of the District. This is commonly referred to as "Sunshining" the proposals. The Western Placer Unified School District and the Western Placer Teachers Association are both proposing opening Articles for negotiations for successor Collective Bargaining Agreement as the current Agreements ends on June 30, 2014.

Ryan Davis presented the Sunshine Proposal for approval. Motion by Mr. Carras, seconded by Mr. Haley and passed by a 5-0 vote to approve the Sunshine Proposal for Negotiations regarding the collective Bargaining Agreement between WPUSD and the Western Placer Teachers Association.

8.4 Discussion/ **ADOPT REVISED DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS** – Davis (13-14 G & O Component I, II, III, IV, V)

Action

5.1.4

• Each year the District must declare if there are an insufficient number of certificated persons who meet the District's employment criteria for the positions listed on the attached form. Said Declaration was adopted by the Board on August 6, 2013 and must now be revised. The declaration shall remain in force until June 30, 2014 and shall be revised if the need changes during the school year.

Ryan Davis presented the declaration of need for fully qualified educators. Placer County will be conducting a credential audit on Western Placer this year. We have seven teachers who are currently working towards an Autism Certificate. Motion by Mr. Haley, seconded by Mr. Armitage, and passed by a 5-0 vote to approve as amended.

**8.5 Information**     **CONTRACTOR PRE-QUALIFICATION REQUIREMENT – Steer**  
*(13-14 G & O Component I, II, III, IV, V)*

• Beginning January 1, 2014, there is a new amendment to the public contracting code. The Governor signed Assembly Bill (AB) 1565, adding Section 20111.6 to the Public Contract Code which requires some school districts to prequalify contractors prior to bidding public contracts.

Heather Steer presented the update on Assembly Bill 1565, on the 2014 Pre-Qualification for School Construction Contracts Flow Chart. She reviewed the process which includes:

- Review and bring to Board of Trustees
  - Pre Qualification Questionnaire and requirements
  - Standardized Proposal form for bidding
- Determine feasibility of Annual vs. Per project qualification process:

The purpose is to increase the number of contractors.

**8.6 Information**     **FACILITIES DEPARTMENTAL UPDATE WINTER BREAK**  
**PROJECTS 2013/2014 – Steer** *(13-14 G & O Component I, II, III, IV, V)*

• This item is a Board of Trustees informational update on current Facilities projects and work that has taken place during the Winter Break, as well as upcoming projects and pending legislation that will affect our District.

Heather Steer gave an update on projects that were done during the winter, which included the following:

- Flooring in the Girls restroom at Sheridan
- Sidewalk at the entrance of Carlin C. Coppin
- Remodeling of the GEMS office, and the Principals office.

Past Projects:

- Repairs of the Twelve Bridges Middle school water damage
- Lincoln High School roofing on the Kitchen
- On the Horizon
  - 4th floor server room
  - Summer Projects – Roofing
  - Closeouts
  - Master Planning
  - Educational Specification Planning

5.1.5

January 21, 2014

Minutes

- Proposition 39 Information
- Looking to a 2014 Statewide Bond

This was information only, no action was taken.

**8.7 Action****APPROVAL OF REVISED FUTURE SCHOOL CAPACITIES –****Steer (13-14 G & O Component I, II, III, IV, V)**

● In previous projects and master planning activities in Western Placer, the average capacities for schools were low for all grade levels. In 2008 with an interim master plan prepared by Ron Feist, it was suggested that we would need to increase the size of future schools in order to run effective programs and build responsibly. The interim plan and Dr. Feist's suggestions were Board approved that same year. In making this move, the District was able to reduce the size of the future building plan in almost half; both in number of schools and cost for the program.

Heather Steer presented the revised future school capacities, which are as follows:

- K-5: 650 students average, 800 maximum capacity
- 6-8: 1200 student average, 1400 maximum capacity
- 9-12: 2000 student average, 2500 maximum capacity

After some discussion it was the consensus of the board to re-look at capacity numbers. This item will be brought back for more discussion at the February Board Meeting.

**8.8 Action****APPROVAL OF DEVELOPER FEE REPORT FOR THE 2012-2013****FISCAL YEAR – Steer (13-14 G & O Component I, II, III, IV, V)**

● Government Code Section 66006 requires any District collecting developer fees (Sterling Fees) to annually report the activity in the Capital Facilities Fund, which is commonly referred to as the Developer Fee Report.

Heather Steer presented the developer fees report. Motion by Mr. Armitage, seconded by Mr. Long, and passed by a 5-0 vote to approve the Developer Fee Report.

**8.9 Action****ADOPTION OF NEW AND REVISED POLICIES, REGULATIONS****AND EXHIBITS – Leaman (13-14 G & O Component I, II, III, IV, V)**

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

- BP/AR 3350 Travel Expenses

Motion by Mr. Carras, seconded by Mr. Haley and passed by a 5-0 vote to approve the revised policies as presented.

**9. BOARD OF TRUSTEES****9.1 FUTURE AGENDA ITEMS**

5.1.6



January 21, 2014

Minutes

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

- Twelve Bridges High School
- Lincoln Crossing Elementary South/Facilities Update

**9.2 BOARD MEMBER REPORTS/COMMENTS**

**Mr. Haley** had no report

**Mr. Long** hope everyone had a wonderful Christmas, congrats to Kris Wyatt for her award, Grandson did a wonderful job at the game

**Mr. Armitage** attending the first education foundation meeting

**Mr. Carras** congratulated Mrs. Wyatt for receiving Best Community Service Award from the Chamber of Commerce., thanked the board for placing him on the policy committee.

**Mrs. Wyatt** is looking forward to tomorrow night's meeting with the City Council.

**10. ESTABLISHMENT OF NEXT MEETING(S)**

The President will establish the following meeting(s):

- January 22, 2014 6:00 P.M., Business Dinner/Special Meeting - Buonarroti's
- February 4, 2014 7:00 P.M., Regular Meeting of the Board of Trustee – Lincoln High School Theater
- February 18, 2014 7:00 P.M., Regular Meeting of the Board of Trustee –Phoenix High

**11. ADJOURNMENT**

There being no further business the meeting was adjourned at 9:00 p.m.

\_\_\_\_\_  
Kris Wyatt, President

\_\_\_\_\_  
Damian Armitage, Clerk

\_\_\_\_\_  
Scott Leaman, Superintendent

\_\_\_\_\_  
Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

<b>BOARD BYLAW 9320:</b> Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1
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**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Approval of Warrants

**AGENDA ITEM AREA:**

Consent Agenda

**REQUESTED BY:**

Audrey Kilpatrick  
Assistant Superintendent of  
Business and Operations

**ENCLOSURES:**

Warrants may be found at  
[www.wpusd.k12.ca.us](http://www.wpusd.k12.ca.us)

**DEPARTMENT:**

Business Services

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

N/A

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**BACKGROUND:**

The Board of Trustees will consider approval of warrants paid since the January 21, 2014 board meeting.

**RECOMMENDATION:**

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

Checks Dated 01/24/2014					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85352626	01/24/2014	"DANIELSEN COMPANY, THE"	13-4380	480.57	
			13-4710	4,458.02	
			Unpaid Sales Tax	12.05-	4,926.54
85352627	01/24/2014	CROWN DISTRIBUTING INC.	13-4380		1,208.72
85352628	01/24/2014	ED JONES FOOD SERVICE	13-4710		11,234.38
85352629	01/24/2014	MILLERS CITRUS GROVE	13-4710		748.00
85352630	01/24/2014	PIZZA GUYS	13-4710		1,082.45
85352631	01/24/2014	PROPACIFIC FRESH	13-4710		544.05
85352632	01/24/2014	SARA LEE	13-4710		631.78
85352633	01/24/2014	CITY OF LINCOLN / PG&E REIMB	01-5510		1,756.48
85352634	01/24/2014	PACIFIC GAS & ELECTRIC CO	01-5510		6,165.78
85352635	01/24/2014	Carrie L. Carlson	01-5200		21.00
85352636	01/24/2014	Marie L. Hall	01-9550		14.12
85352637	01/24/2014	Michael J. Kimbrough	01-5200		38.76
85352638	01/24/2014	Anayat Sharifie	01-5200		28.06
85352639	01/24/2014	Tammy J. Sommer	01-5200		16.80
85352640	01/24/2014	Janice L. Wolverton	01-9550		211.89
85352641	01/24/2014	ARTICULATE TECHNOLOGIES, INC. DBA - SPEECH BUDDY.COM	01-4300		330.16
85352642	01/24/2014	BANK OF AMERICA #0187	01-4300	89.17	
			01-5200	94.98	184.15
85352643	01/24/2014	BRCO CONSTRUCTION, INC.	14-5600		16,246.00
85352644	01/24/2014	C & S TELECOMMUNICATIONS INC	01-5600		110.00
85352645	01/24/2014	CADA	01-5200		805.00
85352646	01/24/2014	CAPITOL PUBLIC FINANCE GROUP	21-5800		5,475.00
85352647	01/24/2014	CASAS COMPREHENSIVE ADULT	01-4300		130.08
85352648	01/24/2014	CITY OF LINCOLN/NON UTILITY	01-5500		10,366.23
85352649	01/24/2014	CKA CA KINDERGARTEN ASSOC	01-5200		170.00
85352650	01/24/2014	DELL	01-4400		701.97
85352651	01/24/2014	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		228.96
85352652	01/24/2014	ESS ENVIRONMENTAL	14-5800		476.00
85352653	01/24/2014	FAR WEST RENTS & READY MIX	01-5600		30.37
85352654	01/24/2014	GEARY PACIFIC SUPPLY	01-4300		97.72
85352655	01/24/2014	GRAINGER .	01-4300		1,247.87
85352656	01/24/2014	HOME DEPOT	01-4300		690.24
85352657	01/24/2014	JIM H. ELL - DBA JIMMY JR'S FLOOR COVERING	14-5600		3,020.00
85352658	01/24/2014	NORMAC	01-4300		802.34
85352659	01/24/2014	OREGON LAMINATIONS COMPANY	01-4300	36.03	
			Unpaid Sales Tax	2.09-	33.94
85352660	01/24/2014	RAINFORTH GRAU ARCHITECTS	21-5800		500.00
85352661	01/24/2014	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		189.48
85352662	01/24/2014	THE HANEN CENTRE	01-4300	178.02	
			Unpaid Sales Tax	10.72-	167.30
85352663	01/24/2014	WESTERN BLUE AN NWN COMPANY	01-4300		113.01
85352664	01/24/2014	ZEP SALES & SERVICE	01-4300		65.69

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

ESCAPE ONLINE

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Checks Dated 01/24/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
Total Number of Checks				39	70,810.32

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	27	24,730.21
13	Cafeteria Fund	7	20,387.97
14	Deferred Maintenance Fund	3	19,742.00
21	Building Fund #1	2	5,975.00
Total Number of Checks		39	70,835.18
Less Unpaid Sales Tax Liability			24.86-
Net (Check Amount)			70,810.32

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

ESCAPE ONLINE

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Checks Dated 01/17/2014					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85351377	01/17/2014	Leah M. Contaxis	01-5200		23.73
85351378	01/17/2014	Robert T. Lyons	01-5200		751.34
85351379	01/17/2014	Jessica L. Rogers	01-5200		109.89
85351380	01/17/2014	Nancyann M. Rowell	01-5200		127.69
85351381	01/17/2014	Rhianon R. Zinzun	01-5200		16.80
85351382	01/17/2014	ADD SOME CLASS	21-4300		4,778.54
85351383	01/17/2014	ADVANCED INTEGRATED PEST	01-5800		1,218.00
85351384	01/17/2014	ALAN S BROOKS	21-5800		525.00
85351385	01/17/2014	ALEJANDRO VELASCO	01-5800		284.99
85351386	01/17/2014	ALESSANDRO ELECTRIC, INC.	21-5800		355.00
85351387	01/17/2014	APPROVED SAFE & LOCK	01-4300	89.10	
			01-5600	80.28	169.38
85351388	01/17/2014	BOYLE FUTURE TECHNOLOGY	01-4365		161.61
85351389	01/17/2014	CDE - CALIF DEPT OF EDUCATION	12-7439		13,000.00
85351390	01/17/2014	CITY OF LINCOLN/NON UTILITY	01-4200		3,249.03
85351391	01/17/2014	DANIEL W. GRIFFEN DBA DANG ELECTRIC	01-5800		5,400.00
85351392	01/17/2014	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		1,387.19
85351393	01/17/2014	DISCOVERY OFFICE SYSTEMS	01-5600		25.66
85351394	01/17/2014	EdTECH TEAM INC.	01-5200		4,380.00
85351395	01/17/2014	GEARY PACIFIC SUPPLY	01-4300		213.35
85351396	01/17/2014	GRAINGER .	01-4300		1,542.45
85351397	01/17/2014	HANKIN SPECIALTY EQUIPMENT INC	01-5600	221.50	
			01-5800	1,297.00	1,518.50
85351398	01/17/2014	HOLT OF CALIFORNIA	01-4365		161.51
85351399	01/17/2014	JABBERGYM INC.	01-5800		2,945.00
85351400	01/17/2014	JIVE COMMUNICATIONS, INC.	01-5560		440.07
85351401	01/17/2014	KIMBERLY SHOOK	01-5800		128.82
85351402	01/17/2014	KRISTINE N CORN DBA SIERRA PEDIATRIC THERAPY CLINIC	01-5800		764.75
85351403	01/17/2014	LOWE'S	01-4300		737.09
85351404	01/17/2014	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		5,625.48
85351405	01/17/2014	MEDICAB OF SACRAMENTO/SIERRA	01-5800		384.00
85351406	01/17/2014	NEXT ED	01-5300		5,000.00
85351407	01/17/2014	O'REILLY'S AUTO PARTS O'REILLY AUTOMOTIVE, INC.	01-4365		38.64
85351408	01/17/2014	PLACER COUNTY TREASURER TAX COLLECTOR	01-5800		27,961.20
85351409	01/17/2014	PLACER LEARNING CENTER	01-5800		31,565.72
85351410	01/17/2014	RAY MORGAN CO. / CHICO	01-5600		1.96
85351411	01/17/2014	RIEBES AUTO PARTS	01-4365		1,327.21
85351412	01/17/2014	SAC VAL JANITORIAL SALES	01-4300		966.05
85351413	01/17/2014	SEED, INC.	21-5800		2,860.00
85351414	01/17/2014	SIERRA FOOTHILLS ACADEMY	01-5800		2,649.27
85351415	01/17/2014	STANLEY TAYLOR	01-5600		340.00
85351416	01/17/2014	STATE OF CALIFORNIA - DOJ	01-5821		96.00

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

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Checks Dated 01/17/2014					
Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85351417	01/17/2014	SUTTER MEDICAL FOUNDATION	01-5800		210.00
85351418	01/17/2014	TAG / AMS INC	01-5800		65.00
85351419	01/17/2014	UNITED RENTALS EXCHANGE, LLC	01-5600		1,692.75
85351420	01/17/2014	US BANK CORP TRUST SERVICE	49-5800		1,575.00
85351421	01/17/2014	WESTERN BLUE AN NWN COMPANY	01-4300		364.13
85351422	01/17/2014	WILCO SUPPLY	01-4300		225.47
85351423	01/17/2014	WILSON WAY TIRE CO. INC.	01-4360		241.64
85351424	01/17/2014	AT&T	01-5560	3,233.26	
			12-5560	315.96	
			13-5560	98.31	
			21-5560	57.96	3,705.49
85351425	01/17/2014	CITY OF LINCOLN	01-5540	5,036.03	
			01-5550	11,324.54	
			01-5570	3,206.72	19,567.29
85351426	01/17/2014	MISSION UNIFORM SERVICE INC	01-4300	106.68	
			01-5800	1,790.40	1,897.08
85351427	01/17/2014	PACIFIC GAS & ELECTRIC CO	01-5510		49,185.49
85351428	01/17/2014	SPURR	01-5530		12,664.30
85351429	01/17/2014	Derek C. Hutchinson	01-5200		31.30
85351430	01/17/2014	Kevin D. Kurtz	01-4300		28.04
85351431	01/17/2014	APPROVED SAFE & LOCK	01-4300		82.29
85351432	01/17/2014	BRODART CO.	01-4300		78.94
85351433	01/17/2014	CONTINENTAL ATHLETIC SUPPLY	01-5800		662.46
85351434	01/17/2014	CROWN AWARDS	01-4300	26.25	
			Unpaid Sales Tax	1.14-	25.11
85351435	01/17/2014	DAKTRONICS	01-4400		2,255.63
85351436	01/17/2014	DEMCO MEDIA	01-4300		170.29
85351437	01/17/2014	DISCOVERY OFFICE SYSTEMS	01-4300		100.12
85351438	01/17/2014	FOLLETT LIBRARY RESOURCES	01-4200	71.84	
			01-4300	781.83	853.67
85351439	01/17/2014	INNOVATIVE LEARNING CONCEPTS	01-4200		2,654.18
85351440	01/17/2014	KEVIN BRACY - DBA LIFE CHANGERS INTL.	01-5800		7,500.00
85351441	01/17/2014	LINGUI SYSTEMS INC	01-4300	81.54	
			Unpaid Sales Tax	5.69-	75.85
85351442	01/17/2014	LISA TERNERO - DBA TERNERO FARMS	01-4300		1,162.50
85351443	01/17/2014	MJB WELDING SUPPLY, INC.	01-4300		71.20
85351444	01/17/2014	ORIENTAL TRADING COMPANY INC	01-4300	322.29	
			Unpaid Sales Tax	19.85-	302.44
85351445	01/17/2014	RAY MORGAN CO. / CHICO	01-5600		98.19
85351446	01/17/2014	SIERRA HAY & FEED	01-4300		36.70
85351447	01/17/2014	SPORT CHALET	01-5800	10,060.48	
			Unpaid Sales Tax	701.90-	9,358.58
85351448	01/17/2014	TARGET BANK	01-4300		86.57
85351449	01/17/2014	U.S. BANK NATIONAL ASSOCIATION U.S. BANCORP PURCHASING CARD	01-4300	461.60	
			01-5200	183.80	645.40
85351450	01/17/2014	CROWN DISTRIBUTING INC.	13-4380		983.66

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

ESCAPE ONLINE  
Page 2 of 3

5.2.4

## Checks Dated 01/17/2014

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
85351451	01/17/2014	D & P CREAMERY	13-4710		7,909.49
85351452	01/17/2014	MISSION UNIFORM SERVICE INC	13-4300		495.51
85351453	01/17/2014	PIZZA GUYS	13-4710		1,175.76
85351454	01/17/2014	PROPACIFIC FRESH	13-4710		186.20
85351455	01/17/2014	SCHOOL SPECIALTY INC	01-4300		442.40
85351456	01/17/2014	SYSKO SACRAMENTO	13-4380	174.71	
			13-4710	1,037.16	1,211.87
85351457	01/17/2014	LAURA TUCKER	01-8675		62.50
Total Number of Checks			81		<u>253,371.41</u>

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	69	218,571.73
12	Child Development Fund	2	13,315.96
13	Cafeteria Fund	7	12,060.80
21	Building Fund #1	5	8,576.50
49	Mello Roos Capital Projects	1	1,575.00
Total Number of Checks		81	254,099.99
Less Unpaid Sales Tax Liability			728.58-
Net (Check Amount)			<u>253,371.41</u>

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

ESCAPE **ONLINE**  
Page 3 of 3

5.2.5

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Classified Personnel Report

**AGENDA ITEM AREA:**

Consent Agenda

**REQUESTED BY:**

Ryan Davis  
Assistant Superintendent, Personnel Services

**ENCLOSURES:**

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

General Fund/Categorical

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

---

**BACKGROUND:**

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

**RECOMMENDATION:**

Administration recommends ratification of the classified personnel report.



## PERSONNEL REPORT

February 4, 2014

**CLASSIFIED/MANAGEMENT**

## NEW HIRES

- |    |  |  |
|----|--|--|
| 1. | <b>Name:</b> Jahnaleigh Hill Dattilio<br><b>Position:</b> Campus/Café Supervisor<br><b>Salary:</b> CSEA, Range 13, Step A<br><b>Hours:</b> 20 Minutes/Day<br><b>Days:</b> 10 Months/Year | <b>Effective:</b> 1/6/14<br><b>Site:</b> Lincoln Crossing Elementary<br><b>Replacement</b>   |
| 2. | <b>Name:</b> Luz Whiting<br><b>Position:</b> Food Service Assistant<br><b>Salary:</b> CSEA, Range 12, Step A<br><b>Hours:</b> 2 Hours/Day<br><b>Days:</b> 10 Months/Year                 | <b>Effective:</b> 1/27/14<br><b>Site:</b> Twelve Bridges Middle School<br><b>Replacement</b> |

5.3.1

**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

School Accountability Report Cards (SARCs)

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Mary Boyle

**ENCLOSURES:**

LHS SARC & TBES SARC  
Additional SARC's on Website

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

None

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

---

**BACKGROUND:**

In November 1988, California voters passed Proposition 98, also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative was to provide California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARC) and disseminate them to the public via websites. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals, based on information from the previous year (2012 – 2013).

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

Each WPUSD school has produced a SARC which is available in the site office and on the WPUSD website under Educational Programs. Included in each SARC is information on student achievement, testing, textbooks, curriculum, API, AYP, school leadership, teacher credentialing and staff. SARCs must be completed by February 1 every year. Included here are sample SARC's from Lincoln High School and Twelve Bridges Elementary School. All SARC's are available for review on the WPSUD website.

**RECOMMENDATION:**

Approve WPUSD School Accountability Report Cards for 2012 – 2013.

8.1

# Lincoln High School

790 J Street • Lincoln, CA 95648 • 916 645-6360 • Grades 9-12

Dr. Jay N. Berns, Principal

jberns@wpusd.k12.ca.us

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Western Placer Unified School District

600 6th Street, Suite 400  
Lincoln, CA 95648  
916 645-6360  
www.wpusd.k12.ca.us

#### District Governing Board

Paul Carras  
Brian Haley  
Kris Wyatt  
Damian Armitage  
Paul Long

#### District Administration

Scott Leaman  
Superintendent

Mary Boyle, Deputy  
Superintendent

Audrey Kilpatrick, Assistant  
Superintendent Business

Ryan Davis, Assistant  
Superintendent Human Resources

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at 916 645-6360.

### School Description

#### Expected School-Wide Learning Results

##### ESLR's

- Students will increase achievement and be proficient in the areas of reading, writing, mathematics, social science, and technology by:
  - o Meeting or exceeding proficiency standards for all coursework
  - o Being able to analyze and evaluate all situations
  - o Developing technology skills to solve problems and communicate effectively
- Students will be able to communicate effectively by:
  - o Reading with comprehension
  - o Writing with clarity
  - o Listening with understanding
  - o Speaking with confidence and purpose
- Students will develop an awareness of diverse viewpoints, beliefs, and abilities by:
  - o Recognizing a responsibility towards people and the community
  - o Working towards resolving conflicts in a non-violent manner
  - o Understanding and respecting cultural diversity and students with special needs
- Students will receive the skills necessary to transition into the world of work or next-level academic pursuits by:
  - o Setting and pursuing realistic and challenging goals
  - o Developing a personal career path and education plan to meet those goals

### Opportunities for Parental Involvement

Lincoln High School encourages all parents to be actively involved in their student's education. Several ways to be involved include the Site-Based Leadership Team, Booster Club, Farm Foundation, tutoring, volunteering, and so forth.

8.1.1

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	399
Gr. 10	400
Gr. 11	365
Gr. 12	331
Total	1,495

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	1.3
Asian	2.7
Filipino	2.7
Hispanic or Latino	28.6
Native Hawaiian/Pacific Islander	0.7
White	60.1
Two or More Races	2.5
Socioeconomically Disadvantaged	30.1
English Learners	11.4
Students with Disabilities	9.2

Average Class Size and Class Size Distribution												
Year	Average Class Size						Number of Classrooms*					
	11	12	13	11	12	13	1-20	21-32	33+	11	12	13
English	1	23.5	24	14	12	14	0	19	19	0	10	12
Math	1	27.4	26	18	4	11	0	24	23	0	6	8
Science	1.1	24.8	26	14	4	6	0	25	23	0	0	
SS	1	31.3	31	10	3	3	0	5	8	0	20	21

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	13.74	6.5	
Expulsions Rate	1.06	0.6	
Districtwide	10-11	11-12	12-13
Suspensions Rate	7.23	3.0	
Expulsions Rate	0.31	0.1	

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Lincoln High School's comprehensive safety plan was revised and updated in December 2013.

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: Jan 23, 2014

Roof replacement (Auto Shop), lighting in gymnasium is inadequate. Portable classroom was converted for special needs life skills class, August 2013. Roof was re-coated over kitchen and main canopy walkway. Chiller pumps were replaced summer, 2013. Raised walkway sections were taken down, August 2013, eliminating trip hazards.

### School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Package and wall units working properly. The chiller will require repair or replacement.
Interior: Interior Surfaces	[X]	[ ]	[ ]	

8.1.2

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[X]	[ ]	Electrical upgrade needed in art room for kilns. (budget dependent)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	auto shop roof needs replacement. Roof re-coated over canopy walkway and kitchen.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	62	66	62
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	297
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	2	1	1
Total Teacher Misassignments	2	1	1
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

#### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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

8.1.3

### Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.2	4.8
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.0	8.0
Low-Poverty Schools	92.9	7.1

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School Number of Full-Time Equivalent (FTE)	
Academic Counselor	3.0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.8
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	.8
Resource Specialist	0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	504

\* 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.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

CAHSEE funds are used to support the CAHSEE math and English classes through the purchase of materials and providing tutoring for all students that require, seek, or need help with the exit exams. EIA funds are used to support such programs as AVID, the writing lab, and students that are having difficulty with their studies. The support comes in the form of tutors, aides, and materials that may be necessary. The Agricultural program at Lincoln High School is partially funded by the California Agricultural Incentive Grant. These funds are obtained by allocation based on a list of quality and performance criteria. Funds are used to aid continuing development and maintenance of the Agriculture program, including but not limited to: curriculum, materials, equipment, trips, FFA record books, transportation, student registration, and travel expenses. Grant funds are matched by the district in a variety of ways, including bussing, and maintenance projects.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,029	\$1,790	\$6,239	\$67,515
District	♦	♦	\$6,369	\$65,417
State	♦	♦	\$5,537	\$67,106
Percent Difference: School Site/District			-2.0	3.2
Percent Difference: School Site/ State			12.7	0.6

\* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,011	\$40,928
Mid-Range Teacher Salary	\$63,729	\$64,449
Highest Teacher Salary	\$83,804	\$82,826
Average Principal Salary (ES)	\$99,585	\$102,640
Average Principal Salary (MS)	\$103,020	\$109,253
Average Principal Salary (HS)	\$114,664	\$118,527
Superintendent Salary	\$156,004	\$183,968
Percent of District Budget		
Teacher Salaries	42.2%	39.7%
Administrative Salaries	5.6%	5.8%

\* 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/).

8.1.4

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

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

Year and month in which data were collected: September 2013

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McDougal Littell Language of Literature, 2007; Hampton Brown EDGE (Intervention/ELD), 2007
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Algebra I, Geometry, Integrated Math 1 & 2 by McDougal Little. Algebra II, & PreCalculus by Glencoe. Calculus by Houghton Mifflin. Practical Mathematics by Holt. Adopted in 2007
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Chemistry & Conceptual Integrated Science by Pearson. Physics: Principles & Problems by Glencoe. BCSC Biology: An Ecological Approach by Kendall-Hunt. The Science of Agriculture by Herran-Del Mar Publishers. Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	The Americans by McDougal Littell, 2009; World Geography by Follett; Modern Times, Economics, United States Government, U.S. History, World History by Glencoe; The American Pageant by Houghton Mifflin. Comparative Politics by Pearson; Psychology by Holt/Rinehart. Adopted in 2007
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Vin Conmigo by Holt & Bien Dit by Holt adopted in 2003
<b>Health</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Lifetime Health by Holt. Adopted in 2007
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Theatre in Action by Glencoe adopted in 2001
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators

8.1.5



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

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

STAR Results for All Students - Three-Year Comparison									
Percent of Students Scoring at Proficient or Advanced									
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	55	58	58	59	62	58	54	56	55
Math	30	30	30	51	51	48	49	50	50
Science	65	60	59	62	63	60	57	60	59
H-SS	50	57	47	46	50	46	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	58	48	60	46
All Student at the School	58	30	59	47
Male	54	29	59	53
Female	61	30	59	41
Black or African American	44	13		38
American Indian or Alaska Native	67	36		
Asian	67	41		72
Filipino	57	40		47
Hispanic or Latino	47	26	49	34
Native Hawaiian/Pacific Islander				
White	62	30	62	52
Two or More Races	74	39	80	54
Socioeconomically Disadvantaged	43	23	46	30
English Learners	6	21		5
Students with Disabilities	17	24	18	21
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	13.0	24.2	48.4

#### DataQuest

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

### Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	18	6	-6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	2	23
Native Hawaiian/Pacific Islander			
White	16	5	-14
Two or More Races			
Socioeconomically Disadvantaged	13	5	9
English Learners	26	3	25
Students with Disabilities			

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	6	7	7
Similar Schools	3	3	5

### Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		36%

### API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	1,051	4,827	4,655,989
	API-G	781	816	790
Black or African American	Students	15	74	296,463
	API-G	700	764	708
American Indian or Alaska Native	Students	15	61	30,394
	API-G	844	778	743
Asian	Students	33	183	406,527
	API-G	853	882	906
Filipino	Students	29	127	121,054
	API-G	801	871	867
Hispanic or Latino	Students	300	1,382	2,438,951
	API-G	754	767	744
Native Hawaiian/ Pacific Islander	Students	5	29	25,351
	API-G		758	774
White	Students	614	2,797	1,200,127
	API-G	790	836	853
Two or More Races	Students	40	174	125,025
	API-G	816	819	824
Socioeconomically Disadvantaged	Students	360	1,664	2,774,640
	API-G	730	751	743
English Learners	Students	123	704	1,482,316
	API-G	670	711	721
Students with Disabilities	Students	98	658	527,476
	API-G	485	646	615

### Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	No	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

8.17

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

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

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

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

### Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	322	-----	-----
Black or African American	6	-----	-----
American Indian or Alaska Native	2	-----	-----
Asian	11	-----	-----
Filipino	7	-----	-----
Hispanic or Latino	73	-----	-----
Native Hawaiian/Pacific Islander	2	-----	-----
White	217	-----	-----
Two or More Races	4	-----	-----
Socioeconomically Disadvantaged	23	-----	-----
English Learners	31	-----	-----
Students with Disabilities	96	-----	-----

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	7.20	5.40	5.40
Graduation Rate	92.62	91.64	94.40
Districtwide			
Dropout Rate (1-year)	12.70	7.00	7.0
Graduation Rate	85.68	87.06	90.1
Statewide			
Dropout Rate (1-year)	-----	-----	-----
Graduation Rate	-----	-----	-----

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	86	88	92
Mathematics	87	85	94
Districtwide			
English-Language Arts	86	87	91
Mathematics	86	85	94
Statewide			
English-Language Arts	-----	-----	-----
Mathematics	-----	-----	-----

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science	5	---
Social Science	3	---
All courses	18	3.2

\* Where there are student course enrollments.

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**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	9	91	-----	6	94	-----
All Students at the School	8	92	-----	6	94	-----
Male	10	90	-----	7	93	-----
Female	8	92	-----	5	95	-----
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	11	89	-----	9	91	-----
Native Hawaiian/Pacific Islander						
White	7	93	-----	4	96	-----
Two or More Races	14	86	-----	7	93	-----
Socioeconomically Disadvantaged	11	89	-----	7	93	-----
English Learners	36	64	-----	25	75	-----
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	343
Percent of pupils completing a CTE program and earning a high school diploma	7%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	40%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	67.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	34.8

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way, Wood Technologies, and Power Mechanics Departments. CTE courses begin with exploratory classes in middle school. Upon entering high school, students are able to enroll directly to the Agricultural program, or shop classes. From shop classes or introduction to AG Science, students may choose their desired career path and continue their education through another 280 sequential hours of instruction. Students also have the opportunity to enroll in a very well designed ROP program including Accounting, Art and Animation, Entrepreneurship and Virtual Enterprise, Business Tech, Computer Studies, Financial Service Careers, Graphic Communication Arts, Sports Medicine, and Video Production. Students are enrolled according to their interest. Our district uses a trimester system. This system allows a student to enroll in 30% more classes than students in a typical semester system. Because of this extra time, a student can not only take a full sequence of CTE courses, but also accomplish A-G requirements. Extra space in the student schedule allows time for students to gain career experience with local business programs, boasting over 200 industry partners.

8.1.9

# Twelve Bridges Elementary School

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

Rey Cubias, Principal  
rcubias@wpusd.k12.ca.us

## 2012-13 School Accountability Report Card Published During the 2013-14 School Year

### Western Placer Unified School District

600 6th St., Suite 400  
Lincoln, CA 95648  
(916)645-6350  
www.wpusd.k12.ca.us

### District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

### District Administration

Scott Leaman  
Superintendent

Mary Boyle  
Deputy Superintendent

Audrey Kilpatrick  
Asst. Superintendent of Business

Ryan Davis  
Asst. Superintendent of Human  
Resources

### About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/). For additional information about this school, please contact the school administration at (916)434-5220.

### School Description

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

The campus is comprised of:

33 classrooms (includes 2 science, 2 music, 2 kinder, 1 Special Day Class, 1 Resource Specialist, 1 Speech Pathologist, and Intervention); Library; Technology Lab; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Secretary, Clerk, and School Psychologist).

Twelve Bridges Elementary students are viewed as future leaders. Our goal is to create well-rounded students who are empowered to bring about positive change in our world. There has been a recent focus on positive behavior intervention. Our "Tiger Traits" were developed to emphasize three school-wide rules: Be Respectful, Be Safe, and Be Responsible. In addition, students are recognized with a "Tiger PAW" for demonstrating Qualities of Greatness, which is based on The Nurtured Heart Approach philosophy. Our entire staff is also being trained in Love & Logic, and we are beginning the process of becoming a PBIS school.

The collaborative culture at the site fosters purposeful communication and informed decision making. Teachers participate in grade level Professional Learning Communities (PLC) as a school site and district-wide on a bi-monthly basis. We also have an established Leadership team comprised of the school principal, psychologist, special education teacher, and teacher representation from all grade-levels for shared decision making.

### Opportunities for Parental Involvement

Parent involvement at TBE is the cornerstone of the school and parents are viewed as partners in the education of students. Parents are actively involved as volunteers in the classroom and participate on various committees. Our parents assist in a variety of capacities, which includes: learning centers, reading groups, math groups, field trip chaperones, Garden Docents, Art Docents, and PE Docents. Parents bring with them a broad background of expertise and experience, which enhances the learning experience for students. In addition to parents, there is a large group of Sun City Volunteers who also participate in similar roles.

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The Parent Teacher Club (PTC) is very active supporting school-wide events and enrichment programs through well planned fundraisers. The PTC organizes family events such as: Movie Night, Skate Night, Restaurant Nights, Harvest Festival, and the Daddy-Daughter Dance. The Fun Run, Golf Tournament, and Fireworks booth are the main fundraisers each year. With the ongoing dedication of the PTC and funds raised, our school is able to: host purposeful assemblies; purchase playground equipment, art supplies, and classroom

supplies; provide paper and ink for classrooms; beautify the school; and purchase technology.

The School Site Council (SSC) meets monthly and is comprised of parents, teachers, and administration. Documents such as the Single Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated by the SSC. The SSC also monitors progress on school-wide goals and site budget allocations.

Specifically for fathers, TBE has the WatchDOGS Program (Dads of Great Students). Dads volunteer to spend the day on campus and participate in the classroom, recess, lunch, and other activities. DOGS are warmly welcomed and their presence is greatly appreciated on campus.

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

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	130
Gr. 1	105
Gr. 2	121
Gr. 3	121
Gr. 4	134
Gr. 5	117
Total	728

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.5
Asian	5.8
Filipino	2.2
Hispanic or Latino	10.2
Native Hawaiian/Pacific Islander	0.1
White	76.5
Two or More Races	1.6
Socioeconomically Disadvantaged	9.8
English Learners	2.6
Students with Disabilities	10.3

### School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised December, 2013. The plan includes procedures for emergencies. We practice fire drills monthly, earthquake drills twice a year, and lock-down drills twice a year.

Staff members monitor our playground and campus before school, during recesses, during lunch, and after school. Close supervision is employed to create positive interaction with students and to proactively stop any unsafe behavior or interactions. Staff members on duty wear an orange/pink/yellow safety vest and carry a radio for quick accessibility or locating, if needed.

The perimeter of campus is fenced. Gates are locked during the school day with the exception of the main, front gate. Classrooms are locked during the school day with the exception of occasional activities or situations that require the door to be propped open. Visitors enter through the main gate, sign in at the office, and wear a visitor sticker. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance. We are working with the district office to install five surveillance cameras focused on our blacktop and all of our school entrance/exit points.

Average Class Size and Class Size Distribution												
Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.		24.5	27		0			4	5		0	
Gr. 1		23.6	25		1			4	4		0	
Gr. 2		24	30		0			5	4		0	
Gr. 3		25.2	24		0	1		5	4		0	
Gr. 4		26.4	22		1	2		4	2		0	2
Gr. 5		31	19		0	3		3	2		0	1
Other		0			3			0			0	

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

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	0	5	1
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	7.23		
Expulsions Rate	0.31		

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

8.1.11

**School Facility Conditions and Planned Improvements (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: Jan. 20, 2014

This campus is in excellent condition, no major improvements are scheduled

**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	Several tree roots have lifted a section of walkway at the rear of the campus. These trees were removed by the grounds department. The sidewalk is scheduled to be replaced summer, 2014.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	[X]	[ ]	[ ]	[ ]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed	35	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	297
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

8.1.12

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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

### Core Academic Classes Taught by Highly Qualified Teachers

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

Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	92.6	7.4
High-Poverty Schools	92.0	8.0
Low-Poverty Schools	92.9	7.1

\* 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 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Social/Behavioral or Career Development Counselor	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	N/A
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Categorical funds were used in 2011-12 for: Purchasing assessment and communication software (RenLearn, ESGI, and Canyon Creek); employing Intervention Support Providers; purchasing support materials for students such as homework folders, student planners, and vocabulary handbooks; after school band and choir; after school tutoring; enrichment programs such as Legos-Robotics and chess; and student recognition for perfect attendance.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,880	\$1,719	\$6,161	\$66,262
District	♦	♦	\$6,369	\$65,417
State	♦	♦	\$5,537	\$67,106
Percent Difference: School Site/District			-3%	-2%
Percent Difference: School Site/ State			13%	0%

\* Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\* Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,011	\$40,928
Mid-Range Teacher Salary	\$63,729	\$64,449
Highest Teacher Salary	\$83,804	\$82,826
Average Principal Salary (ES)	\$99,585	\$102,640
Average Principal Salary (MS)	\$103,020	\$109,253
Average Principal Salary (HS)	\$114,664	\$118,527
Superintendent Salary	\$156,004	\$183,968
Percent of District Budget		
Teacher Salaries	42.2%	39.7%
Administrative Salaries	5.6%	5.8%

\* 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/).

8.1.13



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)**

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

Year and month in which data were collected: September, 2013

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Harcourt School Publishers CA HSP Math 2009
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS Science 2008
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Foresmann: History Social Science for CA 2006
<b>Foreign Language</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
<b>Health</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
<b>Visual and Performing Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A
<b>Science Laboratory Equipment</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook: N/A	N/A

8.1.14

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

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

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

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

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

STAR Results for All Students - Three-Year Comparison									
Percent of Students Scoring at Proficient or Advanced									
Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	70	73	70	59	62	58	54	56	55
Math	72	77	71	51	51	48	49	50	50
Science	77	74	66	62	63	60	57	60	59
H-SS				46	50	46	48	49	49

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	58	48	60	46
All Student at the School	70	71	66	
Male	68	74	71	
Female	73	68	60	
Black or African American	50	36		
American Indian or Alaska Native				
Asian	71	79		
Filipino	50	58		
Hispanic or Latino	59	59	67	
Native Hawaiian/Pacific Islander				
White	74	74	69	
Two or More Races				
Socioeconomically Disadvantaged	63	57		
English Learners	57	43		
Students with Disabilities	32	37	13	
Students Receiving Migrant Education Services				

#### California Physical Fitness Test Results

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

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	27.2	36.0

#### DataQuest

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

8.1.15

## Academic Performance Index

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

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-19	19	-21
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-22	20	-25
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	9	8	8
Similar Schools	4	1	3

## Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		36.0

## API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	481	4,827	4,655,989
	API-G	861	816	790
Black or African American	Students	13	74	296,463
	API-G	748	764	708
American Indian or Alaska Native	Students	5	61	30,394
	API-G		778	743
Asian	Students	32	183	406,527
	API-G	890	882	906
Filipino	Students	9	127	121,054
	API-G		871	867
Hispanic or Latino	Students	50	1,382	2,438,951
	API-G	821	767	744
Native Hawaiian/ Pacific Islander	Students	1	29	25,351
	API-G		758	774
White	Students	361	2,797	1,200,127
	API-G	871	836	853
Two or More Races	Students	10	174	125,025
	API-G		819	824
Socioeconomically Disadvantaged	Students	52	1,664	2,774,640
	API-G	799	751	743
English Learners	Students	18	704	1,482,316
	API-G	787	711	721
Students with Disabilities	Students	75	658	527,476
	API-G	677	646	615

## Adequate Yearly Progress

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

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

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

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

8.1.16

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at [www.universityofcalifornia.edu/admissions/](http://www.universityofcalifornia.edu/admissions/). (Outside source)

### California State University

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

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

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

### Completion of High School Graduation Requirements

This table displays, by student group, the of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	322	-	
Black or African American	6	-	
American Indian or Alaska Native	2	-	
Asian	11	-	
Filipino	7	-	
Hispanic or Latino	73	-	
Native Hawaiian/Pacific Islander	2	-	
White	217	-	
Two or More Races	4	-	
Socioeconomically Disadvantaged	96	-	
English Learners	31	-	
Students with Disabilities	23	-	

Dropout Rate and Graduation Rate			
Indicator	2009-10	2010-11	2011-12
Schoolwide			
Dropout Rate (1-year)	7.20	5.40	5.40
Graduation Rate	92.62	91.64	94.40
Districtwide			
Dropout Rate (1-year)	12.70	7.0	7.0
Graduation Rate	85.68	87.06	90.1
Statewide			
Dropout Rate (1-year)	-	-	-
Graduation Rate	-	-	-

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at [cahsee.cde.ca.gov/](http://cahsee.cde.ca.gov/).

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	2010-11	2011-12	2012-13
Schoolwide			
English-Language Arts	86	88	92
Mathematics	87	85	94
Districtwide			
English-Language Arts	86	87	91
Mathematics	86	85	94
Statewide			
English-Language Arts	-	-	-
Mathematics	-	-	-

Advanced Placement Courses (School Year 2011-12)		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language	4	---
Mathematics	4	---
Science	5	---
Social Science	3	---
All courses	18	3.2

\* Where there are student course enrollments.

8.1.17

**California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	9	91	-	6	94	-
All Students at the School	8	92	-	6	94	-
Male	10	90	-	7	93	-
Female	8	92	-	5	95	-
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	11	89	-	9	91	-
Native Hawaiian/Pacific Islander						
White	7	93	-	4	96	-
Two or More Races	14	86	-	7	93	-
Socioeconomically Disadvantaged	11	89	-	7	93	-
English Learners	36	64	-	25	75	-
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	343
Percent of pupils completing a CTE program and earning a high school diploma	7%
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	40%

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	67.6
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	34.8

**Career Technical Education Programs**

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

8.1.18

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**  
CALPADS Update

**AGENDA ITEM AREA:**  
Information

**REQUESTED BY:**  
Mary Boyle

**ENCLOSURES:**  
Yes

**DEPARTMENT:**  
Educational Services

**FINANCIAL INPUT/SOURCE:**  
LCFF

**MEETING DATE:**  
February 4, 2014

**ROLL CALL REQUIRED:**  
No

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**BACKGROUND:**

Five years ago, California Department of Education and California school districts began the conversion to CALPADS – California Longitudinal Pupil Achievement Data System. IBM was contracted to work with CDE, CSIS (California School Information Services) and school districts to create this new system of data sharing, allowing districts immediate access to information on students transferring from other California public schools, allowing for easy uploading of testing data, etc. After a very bumpy start, CALPADS has now replaced California Basic Educational Data System (CBEDS) and portions of the Consolidated Application (Con App), and is utilized for Pre-ID processes for STAR/SBAC testing, Carl Perkins grant reporting, Professional Assignment Information Form (PAIF) reporting, Language Census (LCEN) reporting, Student Nation of Origin Report (SNOR) and many other current data reporting processes.

WPUSD staff has worked diligently during the CALPADS conversion process to ensure that our data is current and correct. The Data Management Team (Site Secretaries, Departmental Administrative Assistants, Technology representatives and Educational Services) meets monthly to review data and to provide continuous staff development re CALPADS and AERIES (Student Information System) interfaces. CALPADS reporting is required several times each year and the original requirements to report student enrollments and demographics have been expanded to now include teacher credentialing, teacher credentialing compared to class assignments, student discipline, graduation rates, and other data areas. Accuracy of student enrollment, EL, Free/Reduced, and Foster Youth counts are critical to our District receiving proper Local Control Funding Formula (LCFF) allotments, including basic and supplemental grant funding. Two sample CALPADS reports are provided here for information.

**RECOMMENDATION:**  
Information only.

8.2

View: SNAPSHOT

As Of: Fall1 - 10/2/2013

LEA: Western Placer Unified

School Type: ALL

School: ALL

Non-Charter School(s)

School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster or Homeless (d1)	Migrant Program: 135
6085252	Carlin C. Coppin Elementary	400	154	19	0
6098610	Creekside Oaks Elementary	636	292	9	0
6117493	First Street	493	344	4	0
0108514	Foskett Ranch Elementary	530	92	0	0
6108351	Glen Edwards Middle	713	381	7	0
0113068	Lincoln Crossing Elementary	693	134	3	0
3134657	Lincoln High	1567	545	14	0
0000001	NPS School Group for Western	0	0	0	0
3130036	Phoenix High (Continuation)	64	41	2	0
6031363	Sheridan	84	61	18	0

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

8.2.1



High Learner/Foster Youth - Count	
	Created Date: 01-21-2014

d On:						
Direct Certification	Total Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Unduplicated FRPM/EL Eligible Count	GDSS Foster Youth (3)	Unduplicated FRPM/EL/Foster Youth Total (4)	
CCC	68	163	46	179	0	179
CCES	111	302	131	330	0	330
FSS	93	347	244	367	0	367
FRES	26	94	18	101	0	101
GENG	100	383	98	391	0	391
LCES	37	137	63	163	0	163
LAS	131	548	114	567	0	567
NPS	0	0	0	0	0	0
PHS	11	43	8	45	0	45
SES	18	65	21	66	0	66

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The data on this report is filtered by the user selections that appear on the last page of this report.

8.2.2





CALPADS California Longitudinal Pupil Achievement Data System		1.17 - FRPM/Englis	
0106443	<u>Twelve Bridges Elementary</u>	692	76
0111385	<u>Twelve Bridges Middle</u>	833	18
3166951	<u>Western Placer Unified</u>	0	0
TOTAL - Selected Schools		6705	2288
			96
			0

		Charter School(s)			
		Free/Reduced Meal Eligibility Counts Based on			
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster or Homeless (1)	Migrant Program: 135
TOTAL - Selected Schools		0	0	0	0
TOTAL LEA		6705	2288	96	0

This report only includes students with Primary and Short Term enrollment in grade levels K through 12 only. Students enrolled in Adult Education are not included in this report.

**Students with multiple qualifying records within a single LEA as of Fall 1 Census Day are counted only once. A student with qualifying enrollment**

(1) Foster/Homeless counts based on Primary Residency categories: Temporary Shelters (100), Hotels/motels (110), Temporarily Double Up (120)

(2) For Funding, Eligible English Learners must be 'EL' on Fall 1 Census Day

(3) CDSS Foster Youth count based on match of records from California Department of Social Services (CDSS).

(4) FRPM/EL/Foster Youth Total will always equal enrollment count for Juvenile Court schools

*This report is confidential and use is restricted to authorized individuals.*

**The data on this report is filtered by the user selections that appear on the last page of this report.**

8.2.3

Foster Youth - Count					
TBES	13	80	26	98	98
TBMS	32	177	25	184	184
WOPSD	0	0	0	0	0
	640	2339	794	2491	2491

Foster Youth - Count						
Total		Foster Youth - Count				
Category	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Unduplicated FRPM/EL Eligible Count	GDSS Foster Youth (3)	Unduplicated FRPM/EL/Foster Youth Total (4)
	0	0	0	0	0	0
	640	2339	794	2491	0	2491

tion Schools are not included in this report.

ants in more than one LEA on Census Day is counted in each LEA.

), temporarily Unsheltered (130), Foster Family Home or Kinship Placement (210).

This report is confidential and use is restricted to authorized individuals.

The data on this report is filtered by the user selections that appear on the last page of this report.

8.2.4

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Kindergarten Registration for 2014/15

**AGENDA ITEM AREA:**

Information

**REQUESTED BY:**

Mary Boyle

Deputy Superintendent Educational Services

**ENCLOSURES:**

Attached

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

General Fund

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

**BACKGROUND:**

Kindergarten registration for the 2014/15 school year begins in March (including Transitional Kindergarten), with enrollment packets available at elementary school sites on March 3. The first date that completed packets may be returned to elementary school sites is Monday, March 10 for Lincoln Crossing Elementary School, and Tuesday, March 11 for all other elementary schools. A press release was issued January 21 to inform families and information regarding Kindergarten registration is available on our District website.

Children who turn five years of age on or before September 1 are eligible for Kindergarten enrollment. Children who turn five years of age on or between September 2 and December 2 are eligible for Transitional Kindergarten enrollment. Current year's TK/K enrollments are 570 with next year's projections somewhat higher. To accommodate increased enrollments, we are planning our fourth TK classroom, an afternoon session at Creekside Oaks, to complement the current morning session there, the afternoon session at Carlin C. Coppin, and the morning session at Twelve Bridges Elementary School.

We have had requests from some TK parents to enroll their children in Kindergarten, and from some Kindergarten parents to enroll their children in TK. Our protocols call for enrolling children in their age-eligible classroom, with follow-up discussions and/or Student Study Team meetings to consider changes of placement if needed, a protocol that has worked extremely well to date.

**RECOMMENDATION:**

Information only.

8.3

**WPUSD**  
**TK/Kindergarten Registration**  
**~ Parent Information For School Year 2014 – 2015 ~**

Welcome to Western Placer Unified School District! We are delighted that your child will be joining us for kindergarten (or Transitional Kindergarten) next year. We hope the information below will assist you in completing the TK/Kindergarten registration process for your child.

**Guidelines to Assist the TK/Kindergarten Registration Process:**

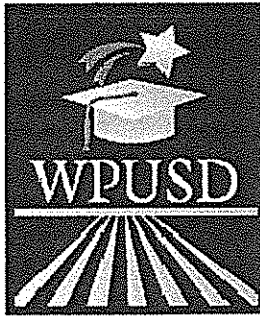
- There IS A CHANGE for the age of enrollment for kindergarten children for the coming 2014/2015 school year. Recent changes in the law require new guidelines for children's birthdates. A child must turn 5 on or before September 1, 2014 to be eligible for kindergarten for the coming year.
  - 2014/15 – 5 years of age on or before September 1
- We will be offering Transitional Kindergarten (TK) for students with birthdays who turn 5 (five) on or between September 2 and December 2, 2014. TK is the first year of a two-year kindergarten program for children with fall birthdays. For students who are too young for Kindergarten or Transitional Kindergarten, please see the WPUSD Preschool flyer for alternative suggestions.
- TK/Kindergarten registration will occur at individual elementary school sites.
- Parents may pick up TK/Kindergarten Registration packets at their child's school site beginning March 3, 2014.
- **Parents may return completed packets to school sites beginning Tuesday, March 11, 2014 (not before), with the exception of Lincoln Crossing Elementary School who will accept completed packets on Monday, March 10, 2014 (not before).**
- Required Immunization Information will be included in the TK/Kindergarten Registration packet:
  - Immunizations must be current when registration materials are turned in.
  - If only the FINAL required immunization (Polio, DPT, MMR) is incomplete, the school will accept the packet, but the child will not be enrolled in a class until all the immunizations are complete.
  - Any exceptions to this must be approved by the District Nurse.
  - **Required Immunizations:**
    - **DTP** - 5 doses (4 doses are acceptable if the 4<sup>th</sup> dose has been given on or after the 4<sup>th</sup> birthday)
    - **Polio** – 4 doses (3 doses are acceptable if the 3<sup>rd</sup> dose has been given on or after the 4<sup>th</sup> birthday)
    - **Hepatitis B** – 3 doses
    - **MMR** – 2 doses
    - **Varicella** – 1 dose

# PRESS RELEASE

## Western Placer Unified School District

January 21, 2014

### TRANSITIONAL KINDERGARTEN & KINDERGARTEN REGISTRATION for 2014 – 2015 SCHOOL YEAR



Western Placer Unified School District is preparing for registration of Transitional Kindergarten and Kindergarten students for the coming 2014 – 2015 school year. "We are extremely excited to be enrolling what we anticipate to be our largest kindergarten class to date, including additional Transitional Kindergarten students," stated Mary Boyle, Deputy Superintendent of Educational Services. "Changes in California Education Code have moved the eligibility date again for kindergarten enrollments, so we are expanding our Transitional Kindergarten program to prepare for that change."

#### **Guidelines to Assist the TK/Kindergarten Registration Process:**

- Recent changes in the law require new guidelines for children's birthdates for kindergarten enrollment. A child must turn 5 on or before September 1, 2014 to be eligible for kindergarten for the coming year.
  - 2014/15 – 5 years of age on or before September 1
- WPUSD is offering Transitional Kindergarten (TK) for students who turn 5 (five) on or between September 2 and December 2, 2014. TK is the first year of a two-year kindergarten program for children with fall birthdays who would have been kindergarten-eligible before the change in law.
- For students who are too young for Kindergarten or Transitional Kindergarten, WPUSD offers a variety of preschool programs.
- Kindergarten and TK registration will occur at student's home elementary school sites, with parents picking up registration packets at their child's school site beginning March 3, 2014.
- **Parents may return completed packets to their home school sites beginning Tuesday, March 11, 2014 (not before), with the exception of Lincoln Crossing Elementary School who will accept completed packets on Monday, March 10, 2014 (not before).**
- Transitional Kindergarten programs will be available at Twelve Bridges Elementary School, Creekside Oaks Elementary School and Carlin C. Coppin Elementary School. The registration process for TK is the same as for kindergarten, with parents registering TK children at their home elementary school sites.

8.3.2

- Required Immunization Information will be included in the Kindergarten/TK Registration packet:
  - Immunizations must be current when registration materials are turned in.
  - If only the FINAL required immunization (Polio, DPT, MMR) is incomplete, the school will accept the packet, but the child will not be enrolled in a class until all the immunizations are complete or are scheduled.
  - Any exceptions to this must be approved by the District Nurse.
  - **Required Immunizations:**
    - **DTP** - 5 doses (4 doses are acceptable if the 4<sup>th</sup> dose has been given on or after the 4<sup>th</sup> birthday)
    - **Polio** – 4 doses (3 doses are acceptable if the 3<sup>rd</sup> dose has been given on or after the 4<sup>th</sup> birthday)
    - **Hepatitis B** – 3 doses
    - **MMR** – 2 doses
    - **Varicella** – 1 dose
- District and Community Preschool Programs for children who are not yet kindergarten eligible are available at the following sites:
  - **WPUSD State Preschool** (income qualified) at Little Blue Schoolhouse School
  - **WPUSD Parent Participation Preschool** (\$15/day fee) at First Street School, Twelve Brides Elementary School and Sheridan School
  - **STAR Preschool** (fee-based) at Foskett Ranch Elementary School.
  - **Head Start Preschool** (income qualified) at Carlin C. Coppin Elementary School.
- For more information:
  - On Kindergarten or TK Registration, contact elementary school sites or Mary Boyle, Deputy Superintendent of Educational Services at 645-6350.
  - On Preschool Programs, contact Melissa Willes, Preschool Coordinator at 530-633-2591.

For more information, please contact Mary Boyle, Deputy Superintendent at [mboyle@wpusd.k12.ca.us](mailto:mboyle@wpusd.k12.ca.us) or 916-645-6350.

8.3.3

## Parental Involvement and Communication

As with any other grade, parents are encouraged to be involved in their child's education at the TK level. There are many options available:

- Establish a routine at home and check homework daily.
- Read to and with your child.
- Ask your child open-ended questions when they get home from school about their day.
- Attend Back to School Night, Parent-Teacher Conferences, Open House, and special events.
- Email or call the teacher with questions, concerns, or celebrations.
- Read classroom newsletters, school newsletters, and check website regularly.
- Volunteer in the classroom with centers, projects, events, activities, or other needs the teacher requests.
- Consider being an Art Docent, Garden Docent, or PE Docent.
- Attend monthly Parent Teacher Club (PTC) meetings.



## Registration

A child is eligible for transitional kindergarten if his or her fifth birthday falls on or between September 2 and December 2. Registration for Transitional Kindergarten begins in conjunction with our regular Kindergarten registration schedule. Enrollment packets will be available at the child's neighborhood school in March of each year.

In 2014–2015 TK will be offered at:



Carlin C. Coppin Elem  
150 E 12th Street  
916-645-6390

Terri Dorow, Principal



Creekside Oaks Elem  
2030 First Street  
916-645-6380

Scott Pickett, Principal



Twelve Bridges Elem  
2450 Eastridge Drive  
916-434-5220

Rey Cubias, Principal

For further questions, please contact the school or

Mary Boyle, Deputy Superintendent: 645-6350

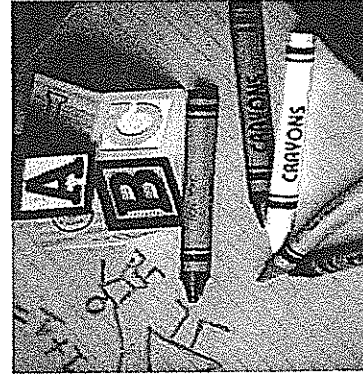
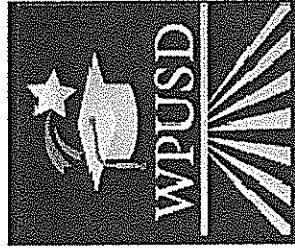


**WESTERN PLACER  
UNIFIED SCHOOL DISTRICT**

600 Sixth Street, Suite 400, Lincoln, CA 95648 Ph: 916-645-6350

REVISED JAN 2014

# Transitional Kindergarten: 2014—2015



## What is Transitional Kindergarten?

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program designed to bridge preschool and kindergarten. Due to a recent California State Law, TK has been authorized to serve students with a birth date that falls during the first three months *after* the cut-off date for kindergarten enrollment.

For 2014-2015 and ongoing, students who turn five on or between September 2 and December 2 may enroll in TK, which is now offered in WPUSD.

Starting Kindergarten is a very exciting time for children and their families. For children who are young, or who have lacked a preschool experience, this time can be challenging. The benefits of an extra year in Kindergarten, with Transitional Kindergarten as the beginning experience, can have a profound effect on the child's later ability to succeed in an academic environment.

## Program

The experience in Transitional Kindergarten bridges the preschool learning foundations and kindergarten standards. A modified kindergarten curriculum is utilized, which is age and developmentally appropriate. Regardless of school site, our WPUSD elementary schools offer the same quality Transitional Kindergarten program.



Students experience activities which encourage them to develop social, emotional, physical, and intellectual

skills. They expand their knowledge of the world around them, encounter and learn to handle their feelings appropriately, and develop satisfying relationships. Students have opportunities to learn through visual and performing arts, music, and discovery along with language arts, math, science, and social studies.

Transitional Kindergarten is an opportunity to prepare your child for the academic and social expectations of the formal school experience.

## Highlights

- Offered to students residing within Western Placer Unified School District meeting age requirements;
- Transportation available to students living outside the city limits;
- First year of a two-year kindergarten program;
- Students return to their home school once their TK year is completed;
- Taught by a credentialed teacher, five half-days a week at no cost to families;
- Extended day, parent-paid program may be available on-site;
- Same calendar as district schools;
- Opportunities to utilize the computer lab, art room, and library on a regular basis;
- Opportunities to attend and participate in developmentally appropriate school sponsored assemblies, activities, and field trips;
- Prepares students for success in the state adopted kindergarten curriculum and standards following the Transitional Kindergarten experience.



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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

**DISTRICT GLOBAL GOALS**

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

**SUBJECT:**

Summer School 2014

**AGENDA ITEM AREA:**

Information

**REQUESTED BY:**

Mary Boyle

Deputy Superintendent Educational Services

**ENCLOSURES:**

Attached

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

General Fund/Title I Funding

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

**BACKGROUND:**

Preparations are being made for 2014 Summer School for credit-deficient high school students and for Extended School Year (ESY) for students with an IEP that calls for additional summer services. Credit recovery summer school will be offered at Lincoln High School for students who have completed 9<sup>th</sup> – 12<sup>th</sup> grades and who need to make up a class. Classes will include a variety of English, Mathematics and Social Science classes. All credit recovery classes will be presented through online programs in LHS computer labs that allow students to demonstrate mastery of parts of the curriculum and to make up only what has not been mastered. Certificated teachers will deliver instruction in the programs. This will build upon last year's summer school credit recovery program in which over 200 students participated, with 160+ successfully completing credits. By providing a robust summer program, less space is needed for students repeating classes during the school year making more seats available for new students.

Extended School Year classes will be held at both Lincoln High School and Foskett Ranch Elementary School for students requiring ESY services.

Both the Summer School Principal and the ESY Principal positions have been posted.

Additional summer programs include the WPUSD CARE program and the non-profit STAR program – described on the attached information.

Information about summer school is available on the District website.

**RECOMMENDATION:**

Information only.

8.4

## Western Placer Unified School District Summer School & Extended School Year (ESY) 2014

Western Placer Unified School District is offering a limited summer school program for 2014 for qualifying students. It is restricted to students who require Extended School Year (ESY) services through their Individual Education Plans in grades PreK – 12 and students approaching high school graduation who are credit-deficient. **There is no summer school for regular education students who have completed grades K/8.** Contact your child's teacher or counselor (high school) for more information.

### **ELEMENTARY GRADES PREK – 5<sup>TH</sup> ESY (Extended School Year)**

June 16 – July 16, 2014 8:00 a.m. – 11:00 a.m. Monday - Thursday

At Foscett Ranch Elementary School; **5 weeks/19 days; 3 hours/day**

- Grades PreK ASD and K/1 ASD and 2/5 ASD Special Day Classes
- Grade PreK Special Day Class
- Primary Grades Special Day Class
- Intermediate Grades Special Day Class

### **SECONDARY GRADES 6<sup>TH</sup> – 12<sup>TH</sup> ESY (Extended School Year)**

June 16 – July 16, 2014 8:15 a.m. – 11:15 a.m. Monday - Thursday

At Lincoln High School; **5 weeks/19 days; 3 hours/day**

- Grades 6 – 12 SDC

### **CREDIT RECOVERY GRADES 9<sup>TH</sup> – 12<sup>TH</sup> SUMMER SCHOOL**

June 16 – July 3 AND/OR July 7 – 24; 8:15 a.m. – 1:15 p.m. Mon - Thurs

At Lincoln High School; **two 3-week sessions, 5 hours/day**

- Students who were enrolled in 9<sup>TH</sup> – 12<sup>TH</sup> grades in 2013/14 who failed a core academic class (English, Math, Soc) and/or who are credit deficient, including students with IEP's who do not otherwise qualify for ESY.
- Students complete ONE semester class each 3-week session
- Register through the LHS Counseling Office
- No transportation provided

### **CAHSEE (HIGH SCHOOL EXIT EXAM) – JULY 22 ELA & JULY 23 MATH**

\*\*\*\*\*

## WPUSD Additional Summer Programs

Additional summer programs are available at some WPUSD campuses. CARE is sponsored by the district at no cost to parents. STAR is hosted by the district, at a cost to parents. For more information, contact the programs as listed below.

### **CARE Summer Program – June 16 – July 25 M – F, 8:00 a.m. – 12:30 p.m.**

- At Glen Edwards Middle, Creekside Oaks and Sheridan Elementary
- Contact Lauren Quinn at [lquinn@wpusd.k12.ca.us](mailto:lquinn@wpusd.k12.ca.us); 645-5135

### **STAR Summer Program – June 9 – August 15 M – F, 6:30 a.m. – 6:30 p.m.**

- At Foscett Ranch Elementary School through August 1; return to home sites August 4.
- Contact Sasha Roberts at 632-8407 [www.starsacramento.org](http://www.starsacramento.org)

8.4.1

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEE MEETING FACT SHEET**

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4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Common Core State Standards –  
Smarter Balanced Assessment Consortium (SBAC)

**AGENDA ITEM AREA:**

Information

**REQUESTED BY:**

Mary Boyle  
Deputy Superintendent Educational Services

**ENCLOSURES:**

Attached

**DEPARTMENT:**

Educational Services

**FINANCIAL INPUT/SOURCE:**

General Fund/CCSS One-Time

**MEETING DATE:**

February 4, 2014

**ROLL CALL REQUIRED:**

No

**BACKGROUND:**

This is the fourth in a series of Board and Community presentations on the Common Core State Standards (CCSS). CCSS, adopted by the State of California in 2010, reflect an enormous shift in instructional strategies and learning expectations on the parts of school districts and students. The Common Core State Standards align the learning standards for students in grades K – 12 across the nation on a par with international standards and reflect a major revision from the previously adopted 1997 California State Standards. Common Core State Standards are more rigorous, more clearly organized, focus on higher levels of student thinking, and prepare students for college and career.


WPUSD has been providing professional development to our administrators and instructional staff over the last year and continues this year with several CCSS professional development elementary, secondary, GATE, and Differentiation workshop series.

This evening's presentation will focus on the new assessment that is aligned to Common Core – SBAC (Smarter Balanced Assessment Consortium) and the steps that the District is taking to prepare both staff and students for this rigorous new computerized test.

**RECOMMENDATION:**

Information only.

8.5.



Western Placer Unified School District  
 Common Core State Standards Overview  
 Parent Overview Presentation  
 Western Placer Unified School District  
 Common Core State Standards & SBAC  
 ~ Smarter Balanced Assessment Consortium  
 Mary Boyle, Deputy Supt Educational Services  
 February 4, 2014

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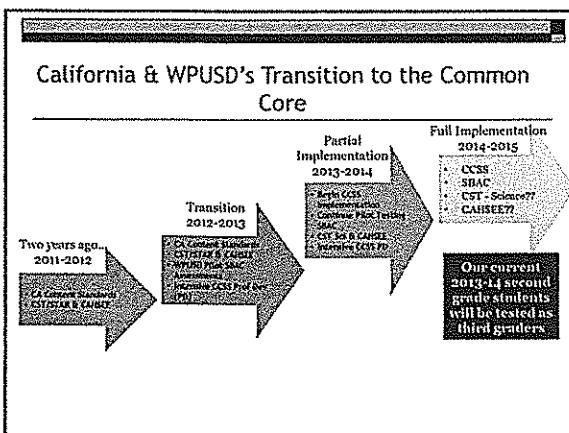
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Common Core State Standards –  
 2013/14 Board & Community Outreach

- Series of CCSS Informational Board Presentations
  - August – CCSS Overview, History/Myths & Progress Check
  - September – CCSS Literacy ~ Is it Just for English/Language Arts?
  - October – CCSS Mathematics ~ What's the Difference?
  - November ~ SPSA's (Single Plans for Student Achievement) & LCAP
  - February ~ SBAC (Smarter Balanced Assessment Consortium) Assessment & Preparation
  - March ~ Accountability ~ What About NCLB, AYP, API, & PI??
  - May ~ Report on Progress/Next Steps

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## Common Core State Standards – 2013/14 Board & Community Outreach

- CCSS Information at Site Levels
  - Back to School Night & Open House Information
  - Parent Information Brochures
  - Posters – DOK Levels; Close Reading Strategies
- Website Information
  - Educational Services
  - Parent Resources
  - Links to CDE; SBAC

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## Smarter Balanced Assessment Consortium (SBAC) – Legal Basis

- CA AB 484 – Signed Oct 2, 2013; Effective Jan 1, 2014
- Establishes California Measurement of Academic Performance and Progress (CalMAPP) assessment system, replacing STAR (Standardized Testing and Reporting)
- Primary purpose of CalMAPP: “to assist teachers, administrators, pupils and parents by promoting high quality teaching and learning through use of a variety of assessment approaches and item types”
- Begins with Spring 2014 SBAC Field Testing – Grades 3 – 11 in ELA and Math; continues Science/Social Studies CST’s in grades 5, 8, 10
- Does NOT affect CAHSEE – no legislation to date re CAHSEE

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## Implementation of SBAC

- Spring 2014 – SBAC Pilot Testing ELA/Math
  - Grades 3 – 11: NO student scores
  - Replaces CST’s for ELA/Math/EAP; CMA Optional: CAPA continues; CST Social Studies/Science Continue
- Spring 2015 – SBAC Baseline Testing ELA/Math
  - Grades 3 – 8 & 11; student scores available
    - Includes EAP - Early Assessment Program – College Readiness
  - Replaces CMA (California Modified Assessment)
  - CAPA may continue
- Spring 2016 – Accountability Begins
  - Grades 3 – 8 & 11; student scores available
  - District, Site, Subgroup Accountability for Growth
  - Tied to LCAP Goals
- 2015/16 – Formative/Interim SBAC Tests
  - MAY be available
  - Quarterly/Trimesterly Grades 3 – 11~ to monitor student progress

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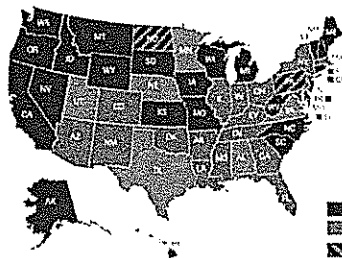
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## SBAC vs PARCC States



## SBAC ~ Test Item Types

CST's (STAR)	SBAC (CalMAPP)
<input type="checkbox"/> Multiple Choice	<input type="checkbox"/> Selected Response – SR <ul style="list-style-type: none"> <li>■ (Multiple Choice)</li> </ul>
	<input type="checkbox"/> Constructed Response – CR <ul style="list-style-type: none"> <li>■ Short Answer</li> </ul>
	<input type="checkbox"/> Technology-Enhanced (TE) <ul style="list-style-type: none"> <li>■ Use of technology to manipulate/organize info</li> </ul>
	<input type="checkbox"/> Performance Tasks (PT) <ul style="list-style-type: none"> <li>■ Lengthy in-depth tasks, over time – research, analysis, synthesis, interpretation, note-taking, drafting, writing</li> </ul>

## Depth of Knowledge (DOK)

Based on Work of Norman Webb – University of Wisconsin

DOK Level	Descriptive Task
1	Recall ~ facts, definitions, details; one right answer
2	Skills/Concepts ~ application of skills/concepts; explaining why; making decisions; cause/effect; main idea
3	Strategic Thinking ~ reasoning & planning; complex thinking; drawing conclusions; multiple answers
4	Extended Thinking ~ multiple-step investigations with extended real world applications to new situations; innovations

## SBAC ~ Technology

### EMBEDDED UNIVERSAL TOOLS

~ Available to ALL students for choice of use ~

- |  |   |
|--|---|
| <input type="checkbox"/> Keyboarding         | <input type="checkbox"/> Calculator*  |
| <input type="checkbox"/> Highlighter         | <input type="checkbox"/> Digital Notepad  |
| <input type="checkbox"/> Mark for Review     | <input type="checkbox"/> Global Notes   |
| <input type="checkbox"/> Keyboard Navigation | <input type="checkbox"/> English Dictionary*                                    |
| <input type="checkbox"/> Math Tools          | <input type="checkbox"/> English Glossary*                                      |
| <input type="checkbox"/> Strikethrough       | <input type="checkbox"/> Spell Check (indicates misspelling - does not correct) |
| <input type="checkbox"/> Writing Tools       | <input type="checkbox"/> * Restricted - Item Specific                           |
| <input type="checkbox"/> Zoom                |   |

## SBAC ~ Technology

### EMBEDDED/NON-EMBEDDED SUPPORTS

~ Available to any student based on documented educator recommendation ~

- |  |  |
|--|--|
| <input type="checkbox"/> Color Contrast                              | <input type="checkbox"/> Stacked translations                  |
| <input type="checkbox"/> Masking                                     | <input type="checkbox"/> Turn off universal tools              |
| <input type="checkbox"/> Text-to-Speech (not for reading passages)   | <input type="checkbox"/> Bilingual dictionary                  |
| <input type="checkbox"/> Translated test directions (for math items) | <input type="checkbox"/> Magnification                         |
| <input type="checkbox"/> Translation glossaries (for math items)     | <input type="checkbox"/> Read Aloud (not for reading passages) |
|  | <input type="checkbox"/> Scribe (for non-writing items)        |
|  | <input type="checkbox"/> Separate setting                      |

## SBAC ~ Technology

### ACCOMMODATIONS

~ Based on Individual Student IEP OR 504 Plan ~

- |  |  |
|--|--|
| <input type="checkbox"/> American Sign Language                      | <input type="checkbox"/> Multiplication Table (Gr 4+)  |
| <input type="checkbox"/> Braille                                     | <input type="checkbox"/> Print on Demand   |
| <input type="checkbox"/> Closed Captioning (for ELA listening items) | <input type="checkbox"/> Read Aloud (ELA passages Gr 6-8 & 11; blind students Gr 3-8 and 11) |
| <input type="checkbox"/> Text to Speech                              | <input type="checkbox"/> Speech to Text  |
| <input type="checkbox"/> Abacus                                      | <input type="checkbox"/> Alternate Response (large keyboards, head wand, touch screen, etc.) |
| <input type="checkbox"/> Talking/Braille Calculator                  |  |
| <input type="checkbox"/> Scribe                                      |  |

### MODIFICATIONS

~ SBAC auto-modifies through computer adapted testing ~

**SBAC Sample Test Items – Gr 3 Math**

1. David wants to create the L-shaped desk shown. He decides to buy two rectangular desks and put them together.

- Drag numbers into the boxes to show the missing dimensions.
- Use the Connect Line tool to draw a line dividing the diagram into two desks. Make each desk 5 feet by 2 feet.
- What is the total area of the L-shaped desk? Drag numbers into the box to show your answer.

A.

B.

Total area:  ft<sup>2</sup>

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**SBAC Sample Test Items – Gr 3 Math**

2. Look at the figure.

Each square in the figure is 1 square unit.

Which equation shows the area of this figure in square units?

☐  $8 + 6 + 8 + 6 = 20$  square units  
☐  $8 + 8 + 8 + 8 + 8 = 40$  square units

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**SBAC Sample Test Items – Gr 3 Math**

3. Lisa had 3 pizzas. Each pizza was cut into 8 pieces. Lisa ate 2 pieces. How many pieces were left?

Write an equation to show how many pieces were left.

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### SBAC Sample Test Items – Gr 3 Math

**6**

Robert makes the following statement.

"When comparing two fractions with a numerator of 1, the fraction with the bigger denominator is greater."

Drag each fraction to the correct location on the number line to find out if Robert's statement is true.

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### SBAC Performance Task – Gr 3 Math

Jaleen has a lemonade stand. The bar graph below shows the number of lemonade cups sold in each of four weeks in July.

**1**

The bar graph shows how many cups of lemonade Jaleen sold in July.

Complete the table to show how many cups Jaleen sold each week.

Week	Cups Sold
1	
2	
3	
4	

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### SBAC Performance Task – Gr 3 Math

Jaleen has a lemonade stand. The bar graph below shows the number of lemonade cups sold in each of four weeks in July.

**2**

How many total cups of lemonade did Jaleen sell in July?

**3**

Jaleen also sold lemonade for 4 weeks in August. She

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### SBAC Performance Task – Gr 3 Math

Jaleen has a lemonade stand. The bar graph below shows the number of lemonade cups sold in each of four weeks in July.

3 Jaleen also sold lemonade for 4 weeks in August. She compares her weekly sales in July to her weekly sales in August.

- For week 1, she sold 22 fewer cups in August than in July.
- For week 2, she sold 18 more cups in August than in July.
- For week 3, she sold 26 more cups in August than in July.
- For week 4, she sold 25 fewer cups in August than in July.

Complete the table to show how many cups Jaleen sold each week in August.

August Lemonade Sales	
Week	Cups Sold

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### SBAC Performance Task – Gr 3 Math

Jaleen has a lemonade stand. The bar graph below shows the number of lemonade cups sold in each of four weeks in July.

4 Use the August Lemonade Sales from Item 3 to complete this task.

Create a picture graph that shows the number of cups of lemonade Jaleen sold each week in August.

In the graph you may use whole and half pictures for each cup.

- First click on the key to show the scale that you will use for your graph.
- Then click on the cups to create the graph.

A. Select the key you will use.

☐ = 4 cups   ☐ = 10 cups   ☐ = 20 cups

B. New picture graph

August Lemonade Sales	
Week	Lemonade

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### CCSS Math – What's the Difference?

#### CCSS Math vs 1997 CA Math - Grade 4

Now consider this CCSS Grade 4 Math Fraction Problem:

- Tito and Luis are stuffed with pizza! Tito ate one fourth of a cheese pizza. Tito ate three eighths of a pepperoni pizza. Tito ate one half of a mushroom pizza. Luis ate five eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all of your mathematical thinking.

SBAC Trial Test Item 2013

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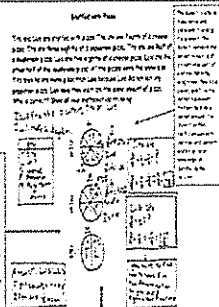
## CCSS Math vs 1997 CA Math - Grade 4

Possible Solution - (See handout)

- SMP #1 - Make sense/persevere
- SMP #2 - Correct reasoning (proportional parts/whole)
- SMP #3 - Models with mathematics (circle diagrams)
- SMP #1 - Precision (labels diagrams correctly; correct answer)
- SMP #3 - Explains/viable arguments (use of fract/dec/%'s)
- SMP #7/8 - Extended thinking (shown through diagram)

Scoring Based on -

- Concepts/Procedures - 40%
- Problem Solving - 20%
- Communicate/Reasoning - 20%
- Modeling/Data Analysis - 20%

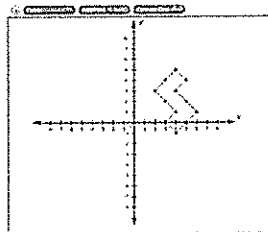


## SBAC Sample Test Items - Gr 8 Math

5

Use the Connect Line tool to draw the image of the figure after the following transformations.

- a reflection over the x-axis
- a horizontal translation 7 units to the left



## SBAC Sample Test Items - Gr 8 Math

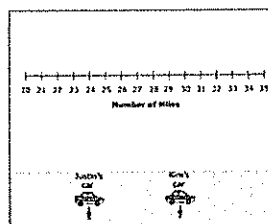
6

Justin's car can travel  $72\frac{1}{2}$  miles with  $3\frac{1}{10}$  gallons of gas.

Kim's car can travel  $90\frac{1}{5}$  miles with  $3\frac{1}{5}$  gallons of gas.

At these rates, how far can each car travel with 1 gallon of gas?

Drag each person's car to the number line to show the number of miles.



**SBAC Sample Test Items – Gr 8 Math**

**7**

The school is 100 meters from Jason's house. The following describes his most recent trip:

- He walked 50 meters toward school in 2 minutes. He realized that he left a book at home.
- He turned around and walked home at the same speed.
- He spent 1 minute looking for his book.
- He walked all the way to school at twice his original speed.

Use the Line tool to finish a graph that accurately represents Jason's trip.

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**SBAC Sample Test Items – Gr 8 Math**

**8**

Drag each number to its correct position on the number line.

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**SBAC Sample Test Items – Gr 8 Math**

**13**

Coffee costs \$2.00 per pound at a coffee shop.

Use the Add Arrow tool to draw a line that shows the proportional relationship between the number of pounds of coffee purchased and the total cost.

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**SBAC Sample Test Items – Gr 11 Math**

1. **Graphing**

The graph of  $y = x^2$  is shown on the grid.

Drag the graph to show  $y = (x - 4)^2 + 2$ .

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**SBAC Sample Test Items – Gr 11 Math**

4. **Graphing**

The graph of a polynomial function is shown.

$f(x) =$

$(x - 1)$   
  $(x - 2)$   
  $(x - 3)$   
  $(x - 4)$   
  $(x - 5)$   
  $(x - 6)$   
  $(x - 7)$   
  $(x - 8)$   
  $(x - 9)$   
  $(x - 10)$

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**SBAC Sample Test Items – Gr 11 Math**

9. **Equations**

Six radical equations are shown. Select all the equations that have integer solutions.

☐  $\sqrt{64} = x - 3$       ☐  $\sqrt{39} - 3 = x$   
☐  $x - \sqrt{5} = \sqrt{20}$       ☐  $\sqrt{3x} = 75$   
☐  $\sqrt{x} = \frac{\sqrt{16}}{8}$       ☐  $2x = \sqrt{100}$

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**SBAC Sample Test Items – Gr 11 Math**

**10**

An equation is shown, where  $x$ ,  $b$ , and  $c$  are integers.

$$y = x^2 + b \cdot x + c$$

Kyle claims that this equation will always have two roots.

Sandy claims that this equation will always have zero roots.

A. Drag one number into each box to create an equation that supports Kyle's claim.

B. Drag one number into each box to create an equation that supports Sandy's claim.

C. Drag one number into each box to create an equation that shows that both Kyle and Sandy are incorrect.

Options: (-5), (-4), (-3), (-2), (-1), 0, 1, 2, 3, 4, 5

A. Supports Kyle's claim

$$y = \boxed{\phantom{0}} | x + \boxed{\phantom{0}} | + \boxed{\phantom{0}}$$

B. Supports Sandy's claim

$$y = \boxed{\phantom{0}} | x + \boxed{\phantom{0}} | + \boxed{\phantom{0}}$$

C. Both Kyle and Sandy are incorrect

$$y = \boxed{\phantom{0}} | x + \boxed{\phantom{0}} | + \boxed{\phantom{0}}$$


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**SBAC– WPUSD Preparation 2011/15**

- ☐ Infrastructure Preparation
  - Internet Speed/Functionality
  - Wireless Connections
- ☐ Hardware Preparation
  - Computer Lab Updates/Operating Systems
  - Purchase of Chromebooks on Carts
- ☐ Staff Preparation
  - Admin/Teacher Inservice/Professional Development
  - Creating Assessments on OARS
  - Site Tech Trainers Assistance
- ☐ Student Preparation
  - SBAC Practice Tests in Labs
  - OARS Online Tests in Labs

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**SBAC– Timeline**

- ☐ Spring 2014
  - Pilot Testing
  - Literacy & Mathematics
  - All Students Grades 3 - 11
- ☐ Spring 2015
  - Baseline Testing
  - Literacy & Mathematics
  - All Students Grades 3 – 8 and 11
- ☐ Spring 2016
  - Growth Testing – Accountability!
  - Literacy & Mathematics
  - All Students Grades 3 – 8 & 11
  - (Interim Testing Grades 9 & 10??)

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*On the road to CCSS & SBAC!*

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