

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

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

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Kerry Callahan, Assistant Superintendent of Educational Services

School	CALPADS	1/2/2019	2/5/2019
Sheridan Elementary (K-5)	56	57	55
First Street Elementary (K-5)	439	433	433
Carlin C. Coppin Elementary (K-5)	444	452	450
Creskide Oaks Elementary (K-5)	589	602	612
Twelve Bridges Elementary (K-5)	644	646	647
Foskett Ranch Elementary (K-5)	412	417	417
Lincoln Crossing Elementary (K-5)	666	676	673
Glen Edwards Middle School (6-8)	869	872	870
Twelve Bridges Middle School (6-8)	796	796	801
Lincoln High School (9-12)	2,004	2,024	2,015
Phoenix High School (10-12)	100	83	84
SDC Program (18-22)	14	14	11
TOTAL	7033	7,072	7,068

SDC Pre-School

Foskett Ranch	41
First Street/LIP	52
Carlin C. Coppin	27

Parent Education

Continuing Educ. Classes	19
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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 19, 2019

Foskett Ranch Elementary School – Multi-Purpose Room

1561 Joiner Parkway, Lincoln, CA 95648

AGENDA

2018-2019 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.

6:00 P.M. START

1. **CALL TO ORDER** – Foskett Ranch Elementary School – Multi-Purpose Room

2. **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 on the agenda. 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 are located at the entrance to the Meeting Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

6:05 P.M.

3. **CLOSED SESSION** – Foskett Ranch Elementary School – Office Conference Room

3.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:

~Scott Leaman, Superintendent

~Gabe Simon, Assistant Superintendent of Personnel Services

~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

~Kerry Callahan, Assistant Superintendent of Educational Services

3.2 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**

CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

3.3 **CONFERENCE WITH REAL PROPERTY NEGOTIATORS**

New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

3.4 **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**

Student Discipline – Stipulated Expulsion Student #18-19-E

3.5 **PERSONNEL**

Public Employee Employment/Discipline/Dismissal/Release – Resolution No. 18/19.23 Authorizing the Release of Temporary Certificated Employees

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – Foskett Ranch Elementary School - Multi-Purpose Room

The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

Regular Meeting of the Board of Trustees

February 19, 2019

Agenda

- 4.1 **Page 10 - CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:

~Scott Leaman, Superintendent
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
~Kerry Callahan, Assistant Superintendent of Educational Services
- 4.2 **Page 11 - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477
- 4.3 **Page 12 - CONFERENCE WITH REAL PROPERTY NEGOTIATORS**
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019
- 4.4 **Page 13 -STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
Student Discipline – Stipulated Expulsion Student #18-19-E
- 4.5 **Page 14 - PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release – Resolution No. 18/19.23 Authorizing the Release of Temporary Certificated Employees
Roll call vote:
5. **Page 16 - SPECIAL ORDER OF BUSINESS**
School Being Featured: Foskett Ranch Elementary School
6. **Page 19-208 - 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.
- 6.1 Certificated Personnel Report
6.2 Classified Personnel Report
6.3 CARS/Consolidated Application (winter release)
6.4 Ratification of Contract with Linmoore Fencing and WPUSD – Foskett Ranch
6.5 Ratification of Contract with Propel Fundraising and WPUSD – Glen Edwards
6.6 Disposal of Surplus Items – E Waste
6.7 Ratification of Contract with Debbie Brown Photography and WPUSD – LHS
6.8 Ratification of Agreement between Brandman University and the WPUSD
6.9 Approve 2017-2018 School Accountability Report Cards (SARCs) Published in 2018-2019
6.10 Ratification of Agreement for Project Inspector Services with Walter May for the Scott Leaman Elementary School Project and Twelve Bridges High School Project

Regular Meeting of the Board of Trustees

February 19, 2019

Agenda

- 6.11 Ratification of Agreement for Construction Contract Inspection Services with John Millen for the Glen Edwards Middle School Additions and Modernization Phase I and Phase II Projects
 - 6.12 Ratification of Agreement for Special Inspection and Construction Materials Testing Services with Wallace Kuhl & Associates for the Scott Leaman Elementary School Project
 - 6.13 Ratification of Agreement for Materials Testing and Special Inspections with Blackburn Consulting for the Twelve Bridges High School Project
 - 6.14 Ratification of Streambed Alteration Agreement with California Department of Fish and Wildlife for the Twelve Bridges High School Project
 - 6.15 Ratification of Agreement for Environmental Services Regarding Twelve Bridges High School Project Permit Compliance with ECORP Consulting, Inc.
 - 6.16 Student Discipline Stipulated Expulsion Student #18-19-E
 - 6.17 Comprehensive School Safety Plans for District School Sites – Located on www.wpusd.k12.ca.us click here to view: Elementary and Secondary
- Roll call vote:*

7. COMMUNICATION FROM THE PUBLIC

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8. REPORTS & COMMUNICATION

- Lincoln High School Student Advisory – Lindsey Ridgway
- Western Placer Teacher's Association – Tim Allen
- Western Placer Classified Employee Association – Jim Houck
- Superintendent – Scott Leaman

9. ♦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 Board Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

- 9.1 Action **Page 210 – APPROVAL OF GUARANTEED MAXIMUM PRICE FOR LEASE LEASEBACK AGREEMENTS WITH FLINT BUILDERS, INC., FOR THE TWELVE BRIDGES HIGH SCHOOL PROJECT – Adell (18-19 G & O Component I, II, III, IV, V)**
- In January 2018, the Board approved the selection of Flint Builders, Inc., for Lease Leaseback services for the Twelve Bridges High School Project.
- 9.2 Action **Page 231 – APPROVE PLAN FOR USE OF LOW PERFORMING STUDENT BLOCK GRANT FUNDS – Callahan (18-19 G & O Component I, II, III, IV, V)**
- The Low-Performing Student Block Grant (LPSBG) allocates \$300 million for LEAs, including county offices of education (COEs), school district, and charter schools (both directly and locally funded) for the benefit of identified student during fiscal year (FY) 2018-19.

Regular Meeting of the Board of Trustees
February 19, 2019
Agenda

- 9.3 Action **Page 234 – APPROVE RESOLUTION NO. 18/19.24 AUTHORIZING THE REDUCTION IN CERTIFICATED STAFF DUE TO ELIMINATION OF PARTICULAR KINDS OF SERVICE** – Simon
(18-19 G & O Component I, II, III, IV, V)
•Pursuant with Education Code sections 44949 and 44955, the California Education Code requires action by the governing Board if the services of certificated staff are to be reduced or eliminated in order to permit the layoff of certificated employees.
Roll call vote:
- 9.4 Information/ Discussion **Page 238 – RENEWAL OF JOHN ADAMS ACADEMY LINCOLN** – Leaman
(18-19 G & O Component I, II, III, IV, V)
•Johns Adams Academy Lincoln has submitted their charter renewal. An analysis will be presented to the Board. On March 5, 2019, the Board will be asked to take action.
- 9.5 Discussion **Page 239 –NAMING OF FACILITY** – Leaman *(18-19 G & O Component I, II, III, IV, V)*
•The Board is considering modification of the current Facility Naming Board Policy. After discussion at the last Board meeting, additional changes were made.
- 9.6 Action **Page 243 –EXTENSION OF CONTRACT AND APPOINTMENT OF DEPUTY SUPERINTENDENT** – Leaman *(18-19 G & O Component I, II, III, IV, V)*
•Based on a performance evaluation by the Superintendent, the following contract extension is being forwarded to the Board: Kerry Callahan, Assistant Superintendent of Education Services. In addition, the Superintendent is recommending a title change from Assistant Superintendent of Educational Services to Deputy Superintendent, Educational Services for Ms. Callahan.
- 9.7 Action **Page 244 - ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS** – Leaman *(18-19 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 5144 – Discipline
 - BP 5146 – Married/Pregnant/Parenting Students
 - AR 6173.2 – Education of Children of Military Families
 - BP/AR 6175 – Migrant Education Program
 - AR 6183 – Home and Hospital Instruction

Regular Meeting of the Board of Trustees

February 19, 2019

Agenda

10. BOARD OF TRUSTEES

10.1 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.

- School Safety

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ **March 5, 2019 7:00 P.M.**, Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room

➤ **March 19, 2019 7:00 P.M.**, Regular Meeting of the Board of Trustees – Twelve Bridges Elementary School, 2450 Eastridge Drive, Lincoln

12. ADJOURNMENT

Accommodating Those Individuals with Special Needs:

In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

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

Western Placer Unified School District

CLOSED SESSION AGENDA

Place: Foskett Ranch Elementary School – Office Conference Room

Date: Tuesday, February 19, 2019

Time: 6:05 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/DISSMISSAL/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**

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:

Bargaining Groups:

WPTA & CSEA Negotiations

Agency Negotiators:

Scott Leaman, Superintendent

Gabe Simon, Assistant Superintendent
of Personnel Services

Audrey Kilpatrick, Assistant Superintendent
Business and Operations

Kerry Callahan, Assistant Superintendent of
Educational Services

AGENDA ITEM AREA:

Disclosure of action taken in
closed session

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

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**

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SUBJECT:

CONFERENCE WITH LEGAL COUNSEL –
EXISTING LITIGATION

AGENDA ITEM AREA:

Disclosure of Action Taken in
Closed Session

REQUESTED BY:

Scott Leaman, Superintendent
Kerry Callahan,
Assistant Superintendent of Educational Services

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case: Mark Babbin and CAL200, S.F. County Superior Court (Case No. CPF-15-514477.

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**

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

SUBJECT:

CONFERENCE WITH REAL PROPERTY
NEGOTIATORS

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustee will disclose any action taken in closed session in regard Real Property (Parcel: 329-020-043, 329-020-041 & 329-020-019)

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Real Property.

**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.

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

SUBJECT:

Student Discipline
Stipulated Expulsion
Student #18-19-E

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Chuck Whitecotton
District Hearing Officer

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will disclose any action taken during Closed Session in regards to the suspended stipulated expulsion of Student #18-19-E

RECOMMENDATION:

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

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

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

SUBJECT:

Employee Discipline/Dismissal/Release
Approve Closed Session Resolution No. 18/19.23
Authorizing the Release of Temporary
Certificated Employees

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Gabe Simon, Ed.D.
Assistant Superintendent of
Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Pursuant with Education Code 44954 the District may end its employment relationship with all Temporary Certificated Employees by notifying said employees that their temporary employment term ends at the close of the 2018-2019 school year. Temporary employees were notified of their temporary employment status upon signing their Notification of Hire.

RECOMMENDATION:

Administration recommends that the Board of Trustees approve Closed Session Resolution No 18/19.23 authorizing the release of Certificated Temporary Employees at the close of the 2018-2019 school year. Disclose action taken in closed session.

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.

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SUBJECT:

Featured School:
Foskett Ranch Elementary School

AGENDA ITEM AREA:

Special Order of Business

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL VOTE:

No

BACKGROUND:

Foskett Ranch Elementary School will share a short presentation to the Board of Trustees.

RECOMMENDATION:



Foskett Ranch Elementary School

Board Meeting Presentation

2/19/19

- Welcome
- Introductions
- Highlight our School - Wide Focus - Writing

Foskett Ranch
Elementary School
1561 Joiner Parkway
Lincoln, CA 95648

Phone: 916-434-5255
Fax: 916-434-5240

Kelly Castillo
Principal

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.

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SUBJECT:

Certificated Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Gabriel Simon 
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT**

February 19, 2019

CERTIFICATED/MANAGEMENT

NEW HIRES: None

REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS): None

RESIGNATIONS:

1. Name: Laura Stice
 Position: 1st-5th ASD
 FTE: 1.0
 Effective: June 7, 2019
 Site: Foskett Ranch Elementary School

RETIREMENTS:

1. Name: Sue Bier
 Position: Pre-K SDC
 FTE: 1.0
 Effective: June 7, 2019
 Site: First Street Elementary School

2. Name: Lynne Emmerling
 Position: 2nd Grade
 FTE: 1.0
 Effective: June 7, 2019
 Site: Twelve Bridges Elementary School

**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.

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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:

Gabriel Simon 
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

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

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT**

February 19, 2019

CLASSIFIED/MANAGEMENT

NEW HIRES:

- | | | |
|----|---|--|
| 1. | Name: Martha Mora Pina
Position: Campus/Cafeteria Supervisor
Salary: CSEA, Range 13, Step A
Hours: 3 hours/5 days a week
Days: 10 Months/Year | Effective: 2/1/2019
Site: GEMS
Replacement |
| | | |
| 2. | Name: Laura Winston
Position: Campus Cafeteria Supervisor
Salary: CSEA, Range 13, Step B
Hours: 1.5 hours/5 days a week
Days: 10 Months/Year | Effective: 2/11/2019
Site: TBE
Replacement |

TRANSFER/PROMOTION: None

RESIGNATIONS:

- | | | |
|----|--|------------------------------------|
| 1. | Name: Erica Morales
Position: Campus/Cafeteria Supervisor | Effective: 2/12/2019
Site: COES |
|----|--|------------------------------------|

RETIREMENTS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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.

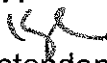
SUBJECT:

CARS/Consolidated Application (winter release)

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Winter Con App 2019

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Annual Categorical Revenues

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Consolidated Application (Con App) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

The winter release of the application is submitted in February of each year and contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

Enclosed is WPUUSD's winter release of the Con App.

RECOMMENDATION:

Administration recommends that the board approve the winter release of the Con App.

2018-19 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDeros@cdca.gov, 916-323-0472

2018-19 Title I, Part A LEA allocation (+)	\$686,818
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2018-19 Title I, Part A LEA available allocation	\$686,818

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$6,868
School parent and family engagement	\$8,396
LEA parent and family engagement	\$0
Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$5,000

Authorized Reservations

Public school Choice transportation	
Other authorized activities	\$14,000
Indirect cost reservation	\$37,099
Administrative reservation	\$65,924

Reservation Summary

Total LEA required and authorized reservations	\$122,023
School parent and family engagement reservation	\$8,396
Amount available for Title I, Part A school allocations	\$556,399

*****Warning*****

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California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated ApplicationStatus: Certified
Saved by: Carrie Carlson
Date: 1/24/2019 1:59 PM**2018-19 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746Juan J. Sanchez, Standards Implementation Support Office (Title II), jsanchez@cde.ca.gov, 916-319-0452

2018-19 Title II, Part A entitlement	\$146,509
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Total entitlement after transfers	\$146,509
Repayment of funds	
2018-19 Allocation	\$146,509
Administrative and indirect costs	\$8,188
Equitable services for nonprofit private schools	
2018-19 Title II, Part A adjusted allocation	\$138,321

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Report Date:1/24/2019

Page 2 of 7

2018-19 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III English learner, and to report required reservations.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2018-19 Title III English learner entitlement	\$59,133
Transferred-in amount	\$0
Repayment of funds	
2018-19 Allocation	\$59,133

Allocation Reservations

Professional development activities	\$15,000
Program and other authorized activities	\$32,974
English Proficiency and Academic Achievement	\$10,000
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$1,159
Total allocation reservations	\$59,133

*****Warning*****

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2018-19 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2018-19 Title III English learner entitlement	\$59,133
Transferred-in amount	\$0
2018-19 Total allocation	\$59,133
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$16,403
2000-2999 Classified personnel salaries	\$774
3000-3999 Employee benefits	\$4,574
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$1,800
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$471
Total year-to-date expenditures	\$24,022
2018-19 Unspent funds	\$35,111

*****Warning*****

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2018-19 Title III Immigrant LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title III Immigrant, and to report required reservations.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Total Allocation

2018-19 Title III immigrant entitlement	\$6,834
Transferred-in amount	\$0
Repayment of funds	
2018-19 Allocation	\$6,834

Allocation Reservations

Authorized activities	\$6,700
Direct administrative costs (Amount should not exceed 2% of the entitlement)	\$0
Indirect costs	\$134
Total allocation reservations	\$6,834

*****Warning*****

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2018-19 Title III Immigrant YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2018-19 Title III immigrant entitlement	\$6,834
Transferred-in amount	\$0
2018-19 Total allocation	\$6,834
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs	\$0
(Amount should not exceed 2% of the entitlement)	
Indirect costs	\$0
Total year-to-date expenditures	\$0
2018-19 Unspent funds	\$6,834

*****Warning*****

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2018-19 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

CDE Program Contact:

Tom Herman, Coordinated School Health & Safety (Title IV), THerman@cde.ca.gov, 916-319-0914

2018-19 Title IV, Part A entitlement	\$48,830
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2018-19 Title IV, Part A allocation	\$48,830
Indirect cost reservation	\$2,637
Administrative reservation	\$0
Equitable services for nonprofit private schools	
2018-19 Title IV, Part A adjusted allocation	\$46,193

*****Warning*****

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2018-19 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy and Program Guidance Office, RDeRose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized	Local Board Approved Date (ex. 07/30/2018)	Low Income %	SIG Approved Date (ex. 07/30/2018)	SWP Waiver Approved Date (ex. 07/30/2018)
Carlin C. Coppin Elementary	6085252	Y	11/19/2013	45.00%		
Creekside Oaks Elementary	6098610	Y	11/19/2013	41.00%		
First Street	6117493	Y	08/21/2012	72.00%		
Foskett Ranch Elementary	0108514	N				
Glen Edwards Middle	6108351	Y	08/21/2012	44.00%		
Lincoln Crossing Elementary	0113068	N				
Lincoln High	3134657	N				
Phoenix High (Continuation)	3130036	Y	02/03/2015	55.00%		
Sheridan	6031363	Y	08/21/2012	63.00%		
Twelve Bridges Elementary	0106443	N				
Twelve Bridges Middle	0111385	N				

Warning

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2018-19 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Public School	Ranking	FdYN	\$ Per Low Income Student (0.00)	TIA School Allocation	2017-18 Carryover	Parent and Family Engagement Amount	Total School Allocation	Discretion Code
Lincoln High	3134857	3	2018	632	31.32	N	N	Y	7		0.00	0.00			0.00	
Twelve Bridges Middle	0111385	2	796	154	19.35	N	N	Y	8		0.00	0.00			0.00	
Foskett Ranch Elementary	0108514	1	413	74	17.92	N	N	Y	9		0.00	0.00			0.00	
Lincoln Crossing Elementary	0113068	1	674	107	15.88	N	N	Y	10		0.00	0.00			0.00	
Twelve Bridges Elementary	0108443	1	648	62	9.57	N	N	Y	11		0.00	0.00			0.00	

2017-18 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year 2017-18 allocation to determine funds to be carried over.

CDE Program Contact:

Kevin Donnelly, Title I Policy and Program Guidance Office, kdonnelly@cde.ca.gov, 916-319-0942

Rina DeRose, Title I Policy and Program Guidance Office, RDeros@cd.ca.gov, 916-323-0472

Carryover Calculation

2017-18 Title I, Part A LEA allocation	\$754,848
Transferred-in amount	\$0
2017-18 Title I, Part A LEA available allocation	\$754,848
Expenditures and obligations through September 30, 2018	\$707,363
Carryover as of September 30, 2018	\$47,485
Carryover percent as of September 30, 2018	6.29%

*****Warning*****

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2017-18 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities**Required**

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
- (7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III English learner entitlement	\$68,305
Transferred-in amount	\$0
2017-18 Total allocation	\$68,305
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$43,321
2000-2999 Classified personnel salaries	\$214
3000-3999 Employee benefits	\$10,993
4000-4999 Books and supplies	\$605
5000-5999 Services and other operating expenditures	\$11,833
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	\$0
Indirect costs	\$1,339
Total year-to-date expenditures	\$68,305
2017-18 Unspent funds	\$0

*****Warning*****

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2017-18 Title III Immigrant YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through December 31, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-

(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;

(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;

(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth

(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;

(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and

(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2017-18 Title III immigrant entitlement	\$5,787
Transferred-in amount	\$0
2017-18 Total allocation	\$5,787
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$2,573
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$1,052
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs	\$0
(Amount should not exceed 2% of the entitlement)	
Indirect costs	\$206
Total year-to-date expenditures	\$3,831
2017-18 Unspent funds	\$1,956

*****Warning*****

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California Department of Education

Western Placer Unified (31 66951 0000000)

Consolidated Application

Status: Certified
 Saved by: Carrie Carlson
 Date: 1/24/2019 1:59 PM

2016-17 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov, 916-323-4746

2016-17 Title II, Part A entitlement	\$87,468
2016-17 Title II, Part A total apportionment issued	\$87,468

Professional Development Expenditures

Professional development for teachers	\$25,301
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	\$57,848
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$4,319
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$87,468
2016-17 Unspent Funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

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Report Date: 1/24/2019

Page 1 of 3

2016-17 Title III English Learner YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized English Learners Sub-grantee Activities

Required

Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized

- (1) Upgrading program objectives and effective instruction strategies.
- (2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
- (3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
- (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- (5) Improving the English language proficiency and academic achievement of English learners.
- (6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.

2016-17 Title III English learner entitlement	\$81,788
2016-17 Title III English learner total apportionment issued	\$81,788
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$22,137
2000-2999 Classified personnel salaries	\$409
3000-3999 Employee benefits	\$14,272
4000-4999 Books and supplies	\$5,419
5000-5999 Services and other operating expenditures	\$37,947
Administrative and indirect costs	\$1,604
Total year-to-date expenditures	\$81,788
2016-17 Unspent funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

Warning

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2016-17 Title III Immigrant YTD Expenditure Report, Closeout 27 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2016 through September 30, 2018.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-

- (1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
- (A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
 - (B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
 - (C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
 - (D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
 - (E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
 - (F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
 - (G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2016-17 Title III immigrant entitlement	\$3,717
2016-17 Title III immigrant total apportionment issued	\$3,717
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$1,841
2000-2999 Classified personnel salaries	\$601
3000-3999 Employee benefits	\$1,079
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Administrative and indirect costs	\$196
Total year-to-date expenditures	\$3,717
2016-17 Unspent funds	\$0
Note: CDE will invoice the LEA for the 2016-17 unspent apportionment amount.	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

Ratification of Contract with
Linmoore Fencing and Western Placer Unified
School District – Foscett Ranch Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Foscett Ranch - PTC

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached fundraising agreement is for services with Linmoore Fencing and Foscett Ranch Elementary School. The agreement includes installation of a push bar at a side gate on campus. Foscett Ranch Elementary PTC will be financially responsible for total of the project.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Linmoore Fencing and Western Placer Unified School District.



LINMOORE FENCING and Iron Works Inc.

7512 Watson Way
Citrus Heights, Ca 95610
(916)725-4321 Phone / (916)728-4321 Fax
linmoorefencing@comcast.net
www.linmoorefencing.com

Lic. #711703

Date: 01/15/2019
Contract: Western Placer Unified – Foskett Ranch Elementary
Phone: 916-434-5000 / Stan 916-206-4492
Contact: Michelle Salli-Brown 916-434-5255
Address: 1561 Joiner Parkway, Lincoln, CA 95648

Description of the Project and Significant Materials:

CONSTRUCTION CONTRACT

Modify existing gate for ADA compliance

Cut gate frame to accept new lockbox, or drill required holes into existing gate frame to accept hardware
Process TBD by Linmoore fabricator upon review of highest structural integrity
Supply and install Von Duprin 22 panic hardware
Panic hardware to be equipped with keyed pull handle
Weld transom above existing gate to accept hydraulic closer

Pricing per double gate location, \$3,300.00

Project bid at prevailing wage

Contractor will furnish all labor, materials, equipment, supervision and contract administration complete in accordance with above specifications.

Contract Price: General Contractor shall pay Linmoore Fencing & Iron Works, Inc. the fixed sum of

\$ Three Thousand Three Hundred 00/100' \$ 3,300.00

For the work performed under this contract, subject to additions and deductions pursuant to change orders agreed upon by both parties. Payment Terms: PAID IN FULL UPON COMPLETION

Start and completion date of project are subject to size and scope of work to be performed and may vary. The approximate start date will be within 30 days of date of signing. Proposal may be withdrawn if not accepted within 30 days.

Acceptance of Proposal- The above prices, specifications and conditions are satisfactory and hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

I AGREE TO ALL TERMS ON THIS PAGE AS WELL AS THE SECOND AND THIRD PAGE OF THE CONTRACT ATTACHED

Date
Jay Linstroth, Linmoore Fencing & Iron Works, Inc.

Date 1/30/19
Owner/General Contractor
Asst Supt of Business Sys and Operations



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CONTRACT PAGE 2 OF 3 - NOTICES AND DISCLOSURES / CONTRACTORS STATE LICENSE BOARD

You are entitled to a completely filled in copy of this contract, signed by both you and Linmoore Fencing & Iron Works, Inc., before any work may be started.

Extra work and change orders become part of the contract once the order is prepared in writing and signed by the parties prior to the commencement of any work covered by the new change order. The order must describe the scope of the extra work or change, the cost to be added or subtracted from the contract, and the effect the order will have on the schedule of progress payments. The extra work or change order is not enforceable against you unless the change order identifies the scope of work encompassed by the order, the amount to be added or subtracted and the effect the order will make in the progress payments or completion date. Linmoore Fencing & Iron Works, Inc.'s failure to comply with the requirements of this paragraph does not preclude the recovery of compensation for work performed based upon legal or equitable remedies designed to prevent unjust enrichment. Linmoore Fencing & Iron Works, Inc. is not required to perform additional work of changes without written approval in a change order before any of the new work is started.

Linmoore Fencing & Iron Works, Inc. carries commercial general liability insurance written by Foothill Valley Insurance. You may call Foothill Valley Insurance at (916) 773-4560 to check coverage. Linmoore Fencing & Iron Works, Inc. carries workers' compensation insurance for all employees.

Anyone who helps improve your property, but who is not paid, may record a mechanics' lien on your property. A mechanics' lien is a claim, like a mortgage or home equity loan, made against your property and recorded with the county recorder. For information about preventing liens, visit CSLB's website at www.cslb.ca.gov or call CSLB at 1-800-321-2752.

CLSB is the state consumer protection agency that licenses and regulates construction contractors. Contact CSLB for information about the licensed contractor you are considering, including information about disclosable complaints, disciplinary actions and civil judgments that are reported to CSLB. Use only licensed contractors. If you file a complaint against a licensed contractor within the legal deadline (usually four years), CSLB has authority to investigate the complaint. If you use an unlicensed contractor, CSLB may not be able to help you resolve your complaint. Your only remedy may be in civil court, and you may be liable for damages arising out of any injuries to the unlicensed contractor or the unlicensed contractor's employees. For more information please visit www.cslb.ca.gov, call 1-800-321-2752 or write to P.O. Box 26000, Sacramento, CA 95826.

Notice of Three Day Right to Cancel: The law requires that Linmoore Fencing & Iron Works, Inc. provides a notice explaining your right to cancel. You have the right to cancel this contract within three business days of signing. You may cancel by e-mailing, mailing, faxing, or delivering a written notice. Linmoore Fencing & Iron Works, Inc. must receive all notices by midnight of the third business day. Please include your name, your address, and the contract cancellation date. Upon cancellation, a 10% balance of the previously contracted amount will remain due for administrative fees and material restocking fees. Linmoore Fencing & Iron Works, Inc. must return any payments exceeding the 10% fee within 10 business days of receiving the cancellation notice. As property owner or general contractor, you must make any materials or products provided available to Linmoore Fencing & Iron Works, Inc. Any goods delivered to you under this contract must be at the contracted residence, in equally good condition as you received it. Alternatively, if you wish to comply with Linmoore Fencing & Iron Works, Inc.'s instructions on how to return the goods, you may do so at your own expense and risk. If you make the goods available to Linmoore Fencing & Iron Works, Inc. and we do not pick them up within 20 days of the date of your notice, you may keep them without any further obligation. If you fail to make the goods available, or if you agree to return the goods and fail to do so, then you remain liable for performance of all obligations under the contract.

Date _____
Jay Linstroth, Linmoore Fencing & Iron Works, Inc.

Date 1/30/19
Owner/General Contractor
Asst Supt of Business Sys and Operations.
☐ I have received and understand the
Notice of the Three-Day Right to Cancel.



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CONTRACT PAGE 3 OF 3 - NOTICES AND DISCLOSURES / LINMOORE FENCING & IRON WORKS, INC.

All property lines must be properly marked by owner. Linmoore Fencing and Iron Works, Inc. is not responsible for property lines. An additional fee will result as "loss of labor wage" if delay of work is caused by unclear/unmarked property lines, incomplete grading/trenching, and any other unforeseen delays. Total footage measurements include gate openings (jobs are measured through gates). Exact fence/gate placement to be determined by homeowner or general contractor on first day of installation with installer. Linmoore Fencing and Iron Works, Inc. is not responsible for incorrect fence placement or code violations due to property lines, landscaping, pool placement, etc. Ground must be graded properly and prepared for work to include, but not limited to, level ground, open trenches, knowledge and marking of: location of sprinklers, pool piping, underground electrical, gas and phone lines. It is the owner's responsibility to locate and mark such items to avoid damage during planned work. Linmoore Fencing and Iron Works, Inc. is not responsible for underground utilities. All underground utilities can be marked by USA, please call 1-800-227-2600 to request marking as needed. If underground sprinkler piping is damaged due to post setting or fencing work, sprinklers can be repaired for a material charge and labor fee of \$105 an hour as applicable. Any schedule delays must be presented to Linmoore Fencing & Iron Works, Inc. at least 24 hours in advance. A no show, or cancellation fee of \$150.00 may be applied if 24 hour notice is not given.

Jack hammering, core drilling, or asphalt/concrete cutting may be an additional cost unforeseen in original scope of work. If jack hammering, core drilling or cutting of asphalt/concrete is required to set posts, an hourly fee of \$105 per hour will apply. Typical post setting spacing is approximately every 8 to 10 ft, if additional posts are required to tie in to existing fencing or due to excessive starts and stops for obstructions in fence line, an additional fee will be applicable. Trees and shrubs should be trimmed/ removed from work areas; if fencing lines cannot be accessed due to excess foliage owner may be billed at \$105 per hour for trimming/ removal.

Concrete and/ or custom concrete applications such as coloring and/ or stamping should be cured for at least 24 hours prior to fencing/ railing installations in these areas. Custom decking sealants should be disclosed to Linmoore Fencing and Iron Works, Inc. for proper installation and integrity of fencing/ railing installation.

Linmoore Fencing and Iron Works, Inc. is not responsible for running electrical to gate operators. Linmoore Fencing and Iron Works, Inc. can run low voltage wiring from electrical source to operator within 100'.

Linmoore Fencing and Iron Works, Inc. is not responsible/ liable for improper backing and/ or no backing behind walls, columns, etc. If improper backing or no backing exists an additional fee may be applied for custom fabrication of plates, etc. to ensure stable installation. In the instance of improper/ no backing one year warranty does not apply. Uneven surfaces for connection of fencing/railing such as stucco, stone, etc. may cause an additional fee for custom fabrication to ensure proper installation and building code requirements to satisfy proper picket spacing, etc.

Rust may occur on powder coated metal work, and /or weld joints. Any onsite welds will be touched up with touch up paint. Every effort will be made to match powder coating to touch up paint as best possible. In certain cases, an exact match is not guaranteed. Touch up paint may fade near weld joints. Linmoore Touch up maintenance may be necessary and is the responsibility of the homeowner after the installation has been completed. Linmoore Fencing and Iron Works, Inc. is not responsible for touch up maintenance after 1 year warranty period. Feel free to ask any of our representatives for maintenance tips. Some custom powder coat colors may require a faux finish touch up, which is the responsibility of the homeowner. Linmoore Fencing and Iron Works, Inc. can refer clients to a licensed faux finish artist but is not responsible for any fees associated with said artist.

Linmoore Fencing and Iron Works, Inc. is not responsible for pulling permits pertaining to the owner's property. Linmoore Fencing and Iron Works, Inc. will perform work as laid out by property owner. Permits and disclosure of all rules by Homeowner's Association, Private RCC, residential and commercial building codes etc. pertaining to this proposal is the owner's responsibility; said rules (if any) must be submitted to Linmoore Fencing and Iron Works, Inc. Submittal of plan specifications to fire marshal, if necessary, is the sole responsibility of the Owner. Owner is responsible for any and all costs that may result because these said rules are not submitted to Linmoore Fencing and Iron Works, Inc.

Negotiations with Installers are unacceptable. Only give payment to Installation staff for completed work if instructed to do so by one the Office staff. Generally, an invoice will be generated and the mailing of a check is our preferred method of payment.

Conflicts with scheduling may arise due to circumstances beyond our control, Linmoore Fencing and Iron Works, Inc. will do everything possible to accommodate for any situation to insure timely installation. Linmoore Fencing and Iron Works, Inc. recommends that inspections, if necessary, are not scheduled until all work is completed.

Pets must be in an enclosed area and are to remain away from jobsite and installers during work. Linmoore Fencing and Iron Works, Inc. is not responsible for owner's pets.

Date

Asst Supt of Business Svcs and Operations



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Jay Linstroth, Linmoore Fencing & Iron Works, Inc.

Lic. #711703

Owner/General Contractor

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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.
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5. Promote student health and nutrition in order to enhance readiness for learning.


SUBJECT:

Ratification of Contract with
Propel Fundraising and Western Placer
Unified School District – Glen Edwards Middle
School AVID

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

GEMS AVID Program - Co-Curricular

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached fundraising agreement is for services with Propel Fundraising and Glen Edwards Middle School. The agreement includes providing Glen Edwards Middle School Band with beef jerky to be sold as a fundraiser. The fundraiser will benefit the Glen Edwards Middle School AVID program. Glen Edwards will be financially responsible for total product costs of the units ordered.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Propel Fundraising and Western Placer Unified School District.

FUNDRAISER AGREEMENT

Propel Fundraising ("Provider") and Organization ("Organization") identified below enter into the following Fundraiser Agreement ("Agreement") for the purpose of providing a Fundraising Program ("Program") designed to facilitate Organization's fundraising efforts:

1. **Program Terms.** Provider and Organization agree to the indicated Fundraising Period, Product, Retail Price and Organization Profit.

2. **Provider Obligations.**

- Provider agrees, at its discretion, to provide training and incentives, at a mutually agreed upon cost split, along with Program materials appropriate to facilitate Organization's fundraising efforts.
- Provider agrees to obtain merchants and pay for printing and production costs associated with the sale of discount and non-discount products.

3. **Organization Obligations.**

- Organization agrees to sell fundraising products at the specified Retail Price.
- Organization confirms that it is not under a contractual obligation to participate in a competing non-Provider fundraising program during the specified Fundraising Period of this Agreement.
- If Organization's participant(s) does/do not return or pay for Discount Products by the agreed time of completion, Organization agrees to commit its best effort to collect outstanding orders, money and products in a timely manner. Organization agrees that Provider has the right to charge for materials or products that are not returned or paid for by Organization's participant.
- Organization acknowledges that Provider may engage in fundraising activities with other organizations at the same time and with the same discount card merchants, products and programs and that such activity does not constitute a breach of Provider's obligations under this Agreement.
- Organization agrees to pay Provider all amounts collected from the sale of Product supplied by Provider minus the Organization's Profit at the conclusion of the Program. Organization shall be solely responsible to collect and remit to the appropriate taxing authorities any sales taxes, if required by state law. Organization retains any sales tax amounts collected from the sale of the Product. Organization agrees to return to Provider all unused Product at conclusion of Program.
- Organization acknowledges that Provider devotes significant time, effort and expense in forming and maintaining relationships with merchants used on its Discount Product, and may continue those relationships with other Organizations Fundraising Programs after termination of this Agreement. Accordingly, Organization agrees to protect Provider's merchant relationship for a period of **TWELVE MONTHS** following termination of this Agreement. Organization shall not produce or participate with any Discount Product using any of the merchants from Provider's Discount Product prepared for or sold by Organization. Organization agrees to pay Provider \$1,500 as compensation should it choose to use any of the same merchants utilized in the most recent Provider Discount Product on a non-Provider Discount Product during the **TWELVE MONTHS** following Agreement termination.

4. **Duration, Term and Termination.**

- **Duration.** Provider and Organization agree that Provider shall be the exclusive provider for this fundraiser for Organization for the following Term:

of Fundraisers/Years 1

Option

N/A

- **Termination.** In the event that Organization does not participate in the Discount Card Program agreed to herein, Organization agrees to pay Provider for all costs including, but not limited to, design, printing, \$650 for the signing of merchants, and \$75 per hour for time spent by Provider while serving Organization after the signing of this Agreement. In the event that Organization does not fulfill the agreed upon duration of years of a multi-year agreement, Organizers agrees to receive profit or reimburse Provider the equivalent of the 1 year profit structure.

5. **Intellectual Property Ownership and Product Distribution.** Provider retains all intellectual property rights associated with the products but agrees to license these rights for the limited purpose of product distribution pursuant to the Program. Organization agrees not to use or disclose any product, forms, materials, technical information or methods employed by Provider or intellectual property rights owned by Provider for any purpose except in association with the Program absent Provider's express written consent. Provider retains the right to distribute fundraising products as it sees fit following the conclusion of the Program or in the event that the Program is not run.

6. **Additional Terms:** Provider will contribute \$0.30 per unit sold toward approved incentives only (e.g. hoodies and/or backpacks). No cash value.

7. **Authorization and Implementation.** Organization hereby asserts that the representative signing below understands the terms and conditions of the Agreement, agrees to be bound by them and has the authority to bind Organization. Organization holds Provider harmless of any liability regarding the actions and/or injuries to Program participants.

X Carrie Carlson Carrie Carlson, Director of Business 1/31/19
AUTHORIZED ORGANIZATION REPRESENTATIVE (SIGNATURE) PRINT NAME & TITLE DATE

Darrin Guttman Darrin Guttman, Fundraising Coach January 30, 2019
AUTHORIZED PROVIDER REPRESENTATIVE (SIGNATURE) PRINT NAME & TITLE DATE

ORGANIZATION INFORMATION					
ORGANIZATION Glen Edwards Middle School		GROUP AVID		# OF PARTICIPANTS 150	ORGANIZATION PHONE NUMBER 916-645-6370
ADDRESS 204 L Street			CITY Lincoln	STATE CA	ZIP 95648
CONTACT NAME Pat McAdam		CONTACT CELL (916) 645-6370		CONTACT EMAIL pmcadam@wpusd.org	

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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.
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5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:

Disposal of Surplus Items – E Waste

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

General Fund

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling or disposal of surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546).

The attached list of items from Technology have been determined to be unusable, obsolete or no longer needed and the district desires to dispose of the obsolete Technology items through E-Waste For Good which is designed to ensure compliance with state regulations and policies. No funds will be received for the E-waste process.

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Technology Items		Value	Location
102	Access Point	Dispose	Technology
1	Cell Phone	Dispose	Technology
3	Chromebook	Dispose	Technology
1	Chromebox	Dispose	Technology
3	Optiplex Desktop PC	Dispose	Technology
2	HP Desktop	Dispose	Technology
63	Dell Desktop PC	Dispose	Technology
1	Document Camera	Dispose	Technology
1	Eee Laptop	Dispose	Technology
	HP Laptop Pavilion	Dispose	Technology
1	Dell Laptop	Dispose	Technology
35	HP Laptop	Dispose	Technology
	HP ProBook Laptop	Dispose	Technology
35	Dell Monitor	Dispose	Technology
11	HP Monitor	Dispose	Technology
1	Network Switch	Dispose	Technology
8	HP Printer	Dispose	Technology
1	Projector	Dispose	Technology

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

Ratification of Contract with Debbie Brown
Photography and WPUSD and Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

ASB Fund

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Debbie Brown Photography and Lincoln High School. Debbie Brown Photography has been providing photography services for students and staff for the 2017-2018 and 2018-2019 school years. This contract includes additional services and reduced and free prices for limited portrait sessions. The contract is effective with the 2019-20 school year and continues for two more years. There is no extension of the term of the agreement. The school did also ask for other proposals for photography services and found that Debbie Brown Photography offered more services for a competitive price. The services include ID cards for all students and staff, digital photos for Admin programs, senior portraits, photography coverage for commencement day, school dances and school events, and volunteer mentorship for the school yearbook classes. The portrait sessions options have been expanded to include a free senior portrait for the one photo to be placed in the yearbook. The services will be paid for with ASB funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Debbie Brown Photography and WPUSD and Lincoln High School.



WESTERN PLACER UNIFIED SCHOOL DISTRICT PHOTOGRAPHY SERVICES PROPOSAL

1. Photographer Services. Photographer agrees to provide all of the following services (the "Services"), as further described in this Agreement, in connection with the District's photography needs at Lincoln High School (the "School"):

- (a) Student and Staff picture packages/yearbook photographs;
- (b) Student identification photographs and cards;
- (c) Senior portraits;
- (d) School dance and event photographs;
- (e) Commencement Day photographs;
- (f) Yearbook services.

Photographer shall be the exclusive photographer for the District during the term of this Agreement, unless otherwise provided herein.

2. Term. The term of this Agreement shall be for three (3) years, commencing on the Effective Date, covering the school years of 2019-20, 2020-21 and 2021-22. There shall be no extension of the term of this Agreement without the express written consent of both the District and Photographer.

3. Services.

- (a) Senior Portraits-Due to the number of students in the incoming senior class, senior portraits will begin in May of student's junior year.

Photographer is offering three (3) sessions.

1a) **Free senior portrait session**-This session will be treated as all underclass yearbook photos are. One (1) photo will be taken, and as long as student's eyes are open, that photo is what will be submitted for the yearbook (Photographer will not ask student to leave session until a photo has been taken with student's eyes open). Free sessions do not offer retouching, and retakes are not available for this session. Student must call Photographer to book this session. Sessions will be done with either a drape or tux (depending on which gender the student identifies). All free sessions will be performed either in May of the student's junior year, or in September of their senior year (unless a student is newly enrolled after September, in which case, a free session will be accommodated through the month of October). Student will be given a time window in which to arrive (ie. 2:00-2:30), and because other free sessions may be booked in the same time frame, students will be taken on a first come first served basis. If the student is a no show for this appointment (or cancels with less than 24 hours notice), a \$25 cancellation fee will apply. Retakes of free sessions are not offered (unless a retake is required due to an error on photographer's part). If student wants multiple photos taken at

session, or student wants a retake session, student must select one of the paid sessions. No retouching is done on the yearbook photo of the Free session. If parents elect for basic retouching (minor acne, stray hairs) of this image, a \$20 fee will apply.

2a) **\$30 senior portrait session**-Student may book this session online and will have a 15 minute session where they will be photographed in the tux or drape (depending on which gender the student identifies). Student will select their yearbook photo at their session. No retouching will be performed with this session. If parents elect for basic retouching (minor acne, stray hairs) of this image, a \$20 fee will apply. If the student is a no show for this appointment (or cancels with less than 24 hours notice), a \$25 cancellation fee will apply.

3a) **\$50 senior portrait session**-Student may book this 30 minute session online. Student will be photographed in the tux or drape (depending on which gender the student identifies), as well as the cap and gown. A special benefit of this option is the \$40 credit that will be given if student orders within 60 days of notification their images are ready to view online. The yearbook image from this session is retouched, and the student may select their yearbook image online). If the student is a no show for this appointment (or cancels with less than 24 hours notice), a \$25 cancellation fee will apply, and must be paid before the next session is booked.

(b) Student and Staff Picture Packages/Yearbook Photographs. Photographer will photograph all freshman, sophomore, and junior students individually, on dates mutually agreed upon by Photographer and the Principal (the "Principal") or designee of the School, and shall furnish at no cost to the District, CD-ROMs formatted as requested. Digital images on CD-ROMs, compatible with the yearbook publisher's requirements and software, will be delivered to the School no later than ten (10) days after the last scheduled photography day. Student Information System (SIS) software shall be provided to District within ten (10) days of the last photography day. Photographer will also photograph each school staff member. Photographer shall provide all personnel necessary for setting up and removing backdrops and equipment, as needed. One (1) photo per student will be taken (unless student's eyes are closed). Special consideration is given to students of SDC.

(i) Make-Up Days. A make-up day for make-ups and absent students and staff will be scheduled by School in coordination with Photographer. Retakes are only offered for students whose eyes may have been closed in their original yearbook photo, although Photographer does her best to not let a student leave until an image is taken with their eyes open. Additionally, if parents want to purchase photos at make-up day, photographer will re-photograph a student. An CD-ROM will be provided within ten (10) days after the final Make-Up Day.

(c) Student Identification Photographs and Cards. Photographer shall prepare ID cards for all students and staff who are photographed. The ID cards shall be customized with the school colors and logos and shall be barcode protected. ID

cards shall be delivered to School a date mutually agreed upon by School and Photographer. Replacement ID cards shall be provided to School within 3 days of request. The ID cards shall have two different designs, approved by the District; one for upper classes and one for under classes.

- (d) Senior Portraits. For all paid sessions, scheduling will be done online. For free sessions, Client will call Photographer to arrange a date/time. Photographer may use social media to inform students and parents of information regarding booking their session. Additionally, School will provide Photographer a list of incoming seniors no later than one (1) week after Photographer's request. Principal/School shall ensure announcements regarding senior portraits are posted on schoology so that students/parents understand they need to either book their session online or call Photographer to book a free session. All senior portraits will be performed at the Photographer's home studio in Lincoln, California. Students shall not be required to travel outside of the limits of the City of Lincoln to have their portraits completed. Photographer shall supply senior students with the required attire, backgrounds and props necessary for each yearbook sitting, including a formal drape or tuxedo and cap and gown (cap & gown is based on session selection). Prior to the appointment, price lists outlining all package costs and individual photo costs, policies and procedures, and conditions for returns or credits may be provided to each senior student. As stated above seniors and parents will have a choice of three (3) sessions (two (2) paid, and one (1) free). Appointments shall be set up with afterschool, weekend and/or school holiday sessions beginning in May and ending sometime in November (date to be determined, based on yearbook deadlines). Photographer will use best efforts to ensure all senior students are photographed.
- (e) School Dance and Event Photographs. Photographer will provide professional individual, couple, and group photographs of students, staff, and other attendees at the football and basketball homecoming dances, and junior and senior proms ("Events") for the 2019-20 school year only. School dance and prom pictures for the 2020-21 through 2022-23 school year will be determined on an as needed basis by the District. Photographer shall work with the Activities Director to create backgrounds and other props for photographs at the Events that coordinate with the theme of the Event. Payment for photos taken at Events shall be made directly to Photographer by students, staff, or attendees requesting photographs. Photographer may distribute promotional materials to students in advance of Event, but shall not require purchases. All purchased portrait dance packages ordered during Event shall be delivered to the School within ten (10) school days following Event. Event images shall be delivered within seven (7) days of the Event. Photographer shall provide all personnel necessary for collecting monies and setting up and removing backdrops and equipment, as needed.

At the District's request, and for an extra fee of \$750.00, a photo booth will be provided for the football and basketball homecoming dances, junior and senior proms and the Sadie Hawkins dance. Each student photographed in each photo booth session will receive a photograph. If a photo booth is approved by District, Photographer shall coordinate and schedule set up and removal with Principal or designee.

- (f) Commencement Day Photographs. Photographer shall photograph each senior

student as they receive their diploma on Commencement Day. Commencement photographs will be posted online on the District's school site website with a link to the Photographer's website within seven (7) days of the Commencement Day, and packages shall be available for purchase directly through Photographer.

(g) Yearbook Services. Photographer shall mentor, as a volunteer, in the Yearbook classes and assist students in learning basic photography skills, editing software and general knowledge, on days and times approved by the Principal/teacher, to aid them in producing the yearbook. Photographer shall provide the District with two CD-ROMs formatted for the yearbook publisher. All yearbook senior portraits (free or purchased) shall be standard retouched. All CD-ROMs used for yearbook purposes shall be delivered to meet yearbook deadlines.

5. Scheduling. Specific dates, times and locations for any and all Services described in this Agreement shall be coordinated and approved by the Principal or designee of the School.
6. Promotional Materials; No Pressure Selling. No pressure selling is to be used by any agent or representative of Photographer. Photographer may distribute promotional materials to students regarding photo services and packages, but students are under no obligation to purchase portraits. If a student indicates at the time of photo sitting that he/she is not going to purchase a photography package, Photographer shall take one photograph at no charge.
7. Guarantee. Photographer shall unconditionally guarantee all photographs made as to workmanship and quality of materials used. Photographer shall be solely responsible for resolving all complaints and providing such re-takes as may be necessary, at no cost to District. Photographer is responsible for all work involved in the taking or selling of pictures and packages and is to assume full liability for all money collected. No clerical assistance is to be requested from students or school personnel. Photographer is solely responsible for dealing with parents and students in regard to payment, re-takes and complaints.
8. Fingerprinting. Photographer, and any employees, personnel or agents of Photographer, who may come into contact with students on school site campus must comply with the fingerprinting and criminal background investigation requirements set forth in California Education Code sections 44237 and 45125.1. Prior to rendering any Services under this Agreement, Photographer shall provide the District with verification of compliance with fingerprinting and criminal background requirements. All costs associated with fingerprinting and background checks shall be the responsibility of Photographer.
9. Termination. In the event there is a material breach by a Party with respect to any of the provisions of this Agreement or obligations under it, the non-breaching Party shall give the breaching Party written notice of such breach. After receipt of such written notice, the breaching Party shall have thirty (30) business days in which to cure any breach, provided the breaching Party shall have such extended period as may be required beyond the thirty (30) business days if the breaching Party commences the cure within the thirty (30) business day period and thereafter continuously and diligently pursues the cure to completion. If the breaching party does not cure the breach within the thirty (30) business day period, then the non-breaching party shall have the right to terminate this Agreement.

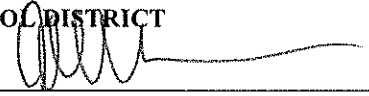
10. Indemnity. The Photographer shall defend, indemnify, and hold harmless the District and its agents, employees, Board of Trustees, and members of the Board of Trustees, from and against claims, damages, losses, and expenses (including, but not limited to, attorney's fees and costs including fees of consultants) arising out of, or resulting from, performance of this Agreement including, but not limited to: the Photographer's use of the site, the Photographer's completion of its duties under this Agreement, injury to or death of persons, damage to property or delay or damage to the District, its agents, employees, Board of Trustees, members of the Board of Trustees, for any act, omission, negligence, or willful misconduct of the Photographer or its respective agents, contractors, employees, material or equipment suppliers, invitees, or licensees. Such obligation shall not be construed to negate, abridge, or reduce other rights or obligations of indemnity, which would otherwise exist as to a party, person, or entity described in this paragraph.
11. Insurance. The Photographer agrees to maintain throughout the term of this Agreement a comprehensive general liability insurance policy to protect Photographer from damages because of bodily injury, including death, and from claims for damages to property which may arise out of or result from Photographer's responsibilities under this Agreement, whether such acts or omissions be by Photographer or anyone directly or indirectly employed by Photographer.
12. Assignment. The Photographer shall not assign or transfer by operation of law or otherwise any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the District.
13. Binding Effect. This Agreement shall inure to the benefit of and shall be binding upon the Photographer and the District and their respective successors and assigns.
14. Severability. If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision of this Agreement.
15. Amendments. The terms of the Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by both parties.
16. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California and any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for Placer County, subject to any motion for transfer of venue.
17. Ownership of Photographs. Photographer will use the photographs only for the purpose of fulfilling its duties under this Agreement and will not share such photographs with or disclose them to any third party without the prior written consent of the student and parent. Photographer will not use photographs for advertising or marketing, or post photographs on social media, without the prior written consent of the student and parent. Photographer will maintain copyright ownership of all photographs. Photographer shall provide each student and parent photographed with a release form, which shall include an opt-out provision, for Photographer's use of the photographs for marketing, advertising or

any other purpose other than as described in this Agreement. Photographer grants permission to District to use the photographs for School and District related purposes, including yearbooks and School and District websites.

18. Written Notice. Written notice shall be deemed to have been duly served if delivered in person to the Photographer, or if delivered at or sent by registered or certified mail to the last business address known to the person who sends the notice.
- | | |
|--|--------------------------|
| District: | Photographer: |
| Western Placer Unified School District | Debbie Brown Photography |
| Attn: Audrey Kilpatrick | 2445 Abbeyhill Road |
| 600 Sixth Street, Suite 400 | Lincoln, CA 95648 |
| Lincoln, CA 95648 | |
19. Independent Contractor Status. While engaged in carrying out the terms and conditions of this Agreement, the Photographer is an independent contractor and not an officer, employee, agent, partner, or joint venture of the District.
20. Entire Agreement. This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms.
21. Board Ratification/Approval. The effectiveness of this Agreement is contingent upon approval or ratification by the District's Board of Trustees.
22. Student Information. Pursuant to District Board Policy 5125.1, the District shall provide Photographer with the names, addresses and phone numbers of the senior class and a data disc of names, grades and student numbers for the entire student body. District will also provide Photographer with one copy of the yearbook for each year of this Agreement. As soon as dates are available for Events photographed under this Agreement, District will provide such dates to Photographer.

.....

**WESTERN PLACER UNIFIED
SCHOOL DISTRICT**

By: 
Name: Audrey Kilpatrick
Title: Asst. Supt. Business & Operations
Date: 2/12/19

By: _____
Name: Michael Maul
Title: Principal – Lincoln High School
Date: _____

DEBBIE BROWN PHOTOGRAPHY

By: _____
Name: Debbie Brown
Title: Owner
Date: _____

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES 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:

Ratification of Agreement
between Brandman University
and the Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Gabe Simon, Ed.D. *GS*
Assistant Superintendent of Personnel Services

ENCLOSURES:

Agreement

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

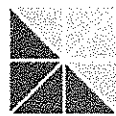
No

BACKGROUND:

The Western Placer Unified School District and Brandman University approve of this agreement. This agreement addresses placing students at sites for fieldwork as they work to complete their site placements and earn their credentials.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between Brandman University and the Western Placer Unified School District



SUPERVISED FIELDWORK AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Roseville Campus.

TEACHER EDUCATION

☒

SCHOOL PSYCHOLOGY

☐

SCHOOL COUNSELING

☐

EDUCATION ADMINISTRATION

☐

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Western Placer Unified School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

- D. To provide for emergency health care of the student in case of accident at the expense of the student.
- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.
- F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

- G. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Western Placer Unified School District
600 Sixth Street
Lincoln, CA 95648
Attn: Gabe Simon
Phone: (916) 645-5293

UNIVERSITY CONTACT INFORMATION:

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Fax: (800) 775-0128

- K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 02/01/2019 and shall continue in full force and effect through 01/31/2022. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

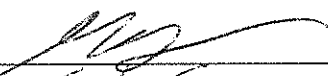
SIGNATURES:

FIELDWORK SITE: Signature: _____

Name: _____

Title: _____

Date: _____


Gabe Simon
Assistant Superintendent of Personnel
2/12/19

UNIVERSITY: Signature: _____

Name: _____

Title: _____

Date: _____

Phillip L. Doolittle
Executive Vice Chancellor of Finance and
Administration and Chief Financial Officer

Appendix A
Payment for Master Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

- (a) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.
- (b) \$ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Master Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the MASTER TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the MASTER TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNIVERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

- A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.
- B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.
- C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).
- E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.
- G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. Specific Supervision Requirements School Psychology Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:

- a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

Approve 2017-2018 School Accountability
Report Cards (SARCs) Published in 2018-2019

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kathleen Leehane 
Director of Supplemental Programs
& Accountability

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

NA

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

Education Code Section 35256 requires that the governing board of each school district annually issue a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request.

Enclosed are the 2017-2018 SARCs for each school.

RECOMMENDATION:

Administration recommends the Board approve the 2017-2018 SARCs for issuance.



Carlin C. Coppin Elementary School

2017-18 School Year • Lincoln, CA 95651 • (916) 495-4399 • Grades K-5

Shamryn Coyle, Principal

sc@ccpsd.org

<http://www.carlin-coppin.org/>

2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Western Placer
Unified School District

Western Placer Unified School District

Board

20000th Street, Suite 100

Lincoln, CA 95651

(916) 495-4399

www.wpsd.org

Board Members

Paul Carro

Brian Haley

Eric Hunt

Sharon Brinkley

Paul Long

Board Administration

Scott Leaman

Superintendent

Steve Callahan

Assistant Superintendent,
Educational Services

Audrey Hightch

Assistant Superintendent, Business

Colin Olson

Assistant Superintendent, Human
Resources

School Description

Carlin C. Coppin Elementary School is located in the Western Placer Unified School District in the city of Lincoln. The school serves Transitional Kindergarten through fifth grades; the enrollment is currently 430, with two to three classes at each grade level. The ethnic makeup is as follows: 61% Caucasian, 30% Hispanic/Latino, 9% comprising of African American, American Indian, Asian, Pacific Islander, mixed races and unclassified. We are a Title I school with 43% of our students qualifying for free and reduced lunch. The Principal is Shamryn Coyle. Scott Leaman is Western Placer Unified School District's Superintendent.

Parents play important roles at Carlin C. Coppin thorough their active participation and involvement in School Site Council (SSC), English Learner Advisory Council (ELAC), Parent Teachers Club (PTC), annual events and regular volunteering in classrooms. Parents support PTC activities such as family nights, school assemblies and purchases of new equipment and rewards. Parents also fully implement a monthly art docent program. Carlin C. Coppin is increasingly a focal point and source of pride for students and their parents. Our partnerships with the local community also remain strong with a K-Kids service club sponsored in part by Kiwanis and school staff volunteers.

MISSION STATEMENT: As a school community, we will develop, encourage, inspire and challenge students to learn and become productive and honorable members of society.

VISION STATEMENT: Community, Caring, Commitment: Through positive relationships and personal interactions we will meet the needs of the whole child in a fun, loving and joyful environment.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	93
Grade 1	78
Grade 2	76
Grade 3	57
Grade 4	62
Grade 5	64
Total Enrollment	430

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.4
Asian	0.5
Filipino	1.4
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.2
White	59.8
Socioeconomically Disadvantaged	45.6
English Learners	11.4
Students with Disabilities	14.9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Carlin C. Coppin Elementary School	16-17	17-18	18-19
With Full Credential	22	21	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Carlin C. Coppin Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>K-5 Pearson Envisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>K-5 Delta Science/FOSS Science (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman: History Social Science for CA (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>
Health	<p>N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>
Visual and Performing Arts	<p>N/A</p> <p>Percent of students lacking their own assigned textbook: N/A</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/4/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Multi Purpose Room: stained ceiling tiles. Flooring poor. Classroom E: carpet is poor. Classroom 1: Wall water stains.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/4/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K1: Tile repair in boys restroom, Stained ceiling tiles. Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Office: Stained ceiling tiles. Multi Purpose Room: stained ceiling tiles. Flooring poor. Cafeteria: strained ceiling tiles. Flooring poor. K1: Stained ceiling tiles. Classroom G: Dry rot and chipping paint on ramps
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk. Classroom P: door closer broken
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 Current Results for All Students
Percent of Students Meeting or Exceeding the State Standards
(Grades 3-8 and 11)

Subject	2017	2018	2017	2018	2017	2018
ELA	45.1	45.1	55.1	55.1	45.1	55.1
Math	45.1	45.1	55.1	55.1	45.1	55.1

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

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

2017-18 Current Results for All Students
Percent of Students Meeting or Exceeding the State Standards
(Grades 3-8 and 11)

Subject	2017	2018	2017	2018	2017	2018
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.8	24.6	7.7

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	184	100.00	49.46
Male	93	93	100.00	45.16
Female	91	91	100.00	53.85
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.00	41.07
White	109	109	100.00	54.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	86	86	100.00	34.88
English Learners	30	30	100.00	30.00
Students with Disabilities	35	35	100.00	14.29
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	184	184	100	49.46
Male	93	93	100	53.76
Female	91	91	100	45.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100	39.29
White	109	109	100	55.05
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	86	86	100	38.37
English Learners	30	30	100	33.33
Students with Disabilities	35	35	100	17.14
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents play an important role at Carlin C. Coppin through active participation and involvement in School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Parent Teacher Club (PTC), the art docent program, annual events, and volunteering in the classroom. Parents support school activities such as assemblies, annual events and purchases of teaching resources and rewards. Parents can access our school website, school app or call the school office for more information about becoming involved in school activities.

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan, revised and approved in October of each year, lays out a plan for ensuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to ensure the safe and orderly ingress and egress of students. The campus is closed during the day with all visitors checking in at the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Emergency procedures are rehearsed throughout the school year. The Positive Behavior Intervention Support (PBIS) program is in place to recognize and reward students for positive behaviors that contribute to a safe and orderly school climate. For more detail, please visit the school or district website to view the Safety Plan in its entirety.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	0.9	0.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.6
Social Worker	N/A
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	.8
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	21	23	1	1		3	4	3			
1	22	23	25				2	4	3			
2	25	29	36				2	2	3			1
3	27	26	27				2	2	2			
4	27	14	37		2		3	2	2			1
5	24	70	23	1		1	2	3	2		2	
Other	10	15	9	1	1	1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Western Placer Unified School District will provide 2 formal staff development days this year. Additionally, many opportunities are available for staff development through both the District and Placer County Office of Education, a regular calendar of events offered throughout the school year has allowed staff to attend a variety of workshops. Staff have attended professional development with Universal Design for Learning, GLAD, AVID, Placer County Office of Education, Pearson Envisions Math program, as well as opportunities offered through the district which include iReady and Illuminate. Staff members will attend CAFE a conference focusing on English Learners and Parental Involvement. Latino Family Literacy and Sight Word Busters are other

programs offered to our school community. Staff is also participating in regularly scheduled grade level release days where grade level teams work together to create goals and curriculum in the areas of Language Arts and Mathematics. Members of the school staff also took advantage of district Teachers on Special Assignment to come and meet with grade level teams and model lessons.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Carlin C. Coppin receives Title I funding support, as well as district supplemental funding to support student learning and supplemental materials. School Site Council has allocated these funds in the following ways: Substitute costs and workshop fees allowing staff to attend curriculum specific training, substitute costs for staff to work in grade level teams developing goals, lessons, curriculum and materials for all students, teacher stipends for choir, Student Study Team Coordinator, Technology Support, special assemblies and programs, library materials and teaching resources.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,621	\$3,022	\$7,599	\$75,160
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			3.7	-2.4
Percent Difference: School Site/ State			15.6	0.9

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



Creekside Oaks Elementary School

2017-18 School Year • Lincoln, CA 95026 • (916) 480-4288 • Grades K-5

Home: Parents, Principals
creekside@lpsd.net
<http://www.creekside.k12.ca.us/>

2017-18 School Accountability Report Card
Published During the 2018-19 School Year



Western Placer Unified School District

Board

2017-18 School Year
Lincoln, CA 95026
(916) 480-4288
www.wpsd.net

Board: Governing Board

Paul Carter
Brian Hobbie
Eric Mott
Dennis Pennington
Paul Long

Staffed Administration

Scott Jensen
Superintendent
Nancy Collier
Assistant Superintendent
Educational Services
Pauline Hobbie
Assistant Superintendent: Business Services
Cathy Jensen
Assistant Superintendent: Human Resources

School Description

Creekside Oaks Elementary is located in the center of Lincoln, California. It is an established school with successful programs that meet the needs of all students. Our mission at Creekside Oaks Elementary is to building a community while empowering students with skills needed to be successful lifelong learners. The entire COES staff works together as a team with parents in a positive, productive, and professional manner to benefit students. Creekside Oaks Elementary Schools motto is "Community of Empowered Students". Creekside Oaks vision is "Upon promotion from Creekside Oaks - students will have the academic, social, language, technological, and organizational skills to be successful middle school students".

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	142
Grade 1	97
Grade 2	91
Grade 3	87
Grade 4	87
Grade 5	109
Total Enrollment	613

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.7
Asian	2.8
Filipino	2.0
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.5
White	50.2
Socioeconomically Disadvantaged	42.9
English Learners	15.2
Students with Disabilities	13.7
Foster Youth	1.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Creekside Oaks Elementary School	16-17	17-18	18-19
With Full Credential	30	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Creekside Oaks Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>EnVision Math - Pearson Education, Grades K-5 (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Delta Science/FOSS (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman: History Social Science for California (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Office: Carpet stained and ceiling tile stained. Portable 25: Stained carpet. Classroom 36: Stained and damaged ceiling tiles. Carpet in poor condition. Portable 23: Carpet in poor condition. Portable 22: Damaged ceiling tiles. Portable 21: Damaged ceiling tiles Portable 20: Damaged ceiling tiles Portable 19: Stained ceiling tiles Portable 18A: sink counter in poor condition. Portable 18: Sink counter top in poor condition. Portable 19: Holes in ceiling tiles.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/21/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Classroom 10: Carpet in poor condition Portable 8: Carpet in poor condition. K1: Vinyl flooring coming up along with restroom needs FRP for walls. K2: Vinyl flooring coming up along with restroom needs FRP for walls. Classroom 17: Vinyl flooring coming up along with restroom needs FRP for walls. Classroom 16: Ceiling tiles damaged. Vinyl tiles at doorway damaged. Classroom 15: Ceiling Tiles. Classroom 13: Carpet in poor condition. Classroom 14: Carpet in poor condition
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K1: Vinyl flooring coming up along with restroom needs FRP for walls Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Office: ceiling tile stained. Library: Ceiling tiles damaged.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Portable 7: Door handle has mechanical problem. Classroom 2: South window leaks Portable 9: Extreme deficiency, No Comment
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	58.0	56.0	54.0	55.0	48.0	50.0
Math	46.0	49.0	39.0	43.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School	District	State	16-17	17-18	16-17
ELA	58.0	56.0	54.0	55.0	48.0	50.0
Math	46.0	49.0	39.0	43.0	37.0	38.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	18.5	44.4

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	286	284	99.30	55.67
Male	143	142	99.30	47.86
Female	143	142	99.30	63.38
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	105	104	99.05	46.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	139	138	99.28	58.70
Two or More Races	11	11	100.00	80.00
Socioeconomically Disadvantaged	128	127	99.22	43.31
English Learners	73	72	98.63	41.67
Students with Disabilities	43	42	97.67	35.00
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	285	99.3	48.59
Male	143	142	99.3	47.18
Female	144	143	99.31	50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	105	104	99.05	38.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	139	99.29	54.68
Two or More Races	11	11	100	54.55
Socioeconomically Disadvantaged	129	128	99.22	37.01
English Learners	73	72	98.63	32.39
Students with Disabilities	43	42	97.67	34.15
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement is an integral part of any school community. We encourage parents to volunteer in the classrooms at our school as much as they desire as long as they have a current TB test and fingerprints with the district. We also have opportunities for parents to participate in our Parent Teacher Organization (PTO). Our PTO provides support to our classroom and school and provides activities for the family to bring our school community closer together. Parents also are welcome to participate and attend our School Site Council Meetings. These meetings include discussions about school programs, school budgets, and seeks input from the site council members on how to best utilize school funds to help students maximize achievement, while meeting the needs of our community. Additionally parents of English Learners are welcome to attend our ELAC (English language Advisory Council) meetings. During these meetings we discuss the needs of students who are English Learners, programs to support them, and ways we can better inform parents of the educational process for their children. We offer a parent liaison, parent resource room, and a Latino Literacy program to help build parent involvement and literacy support for parents and students. Last we have a parent involvement team that is actively working at increasing parent involvement. This has included parent picnic days on campus and parent empowerment nights in which teachers teach parents about academic programs and ways to support student learning. We also provide PIQE classes for parents to help students make it to college. You can find out more about opportunities to participate at school by calling the school office at (916) 645-6380.

State Priority: School Climate

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

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

School Safety Plan

Creekside Oaks is a school where students can excel academically and can find a safe and comfortable place to learn. Students focus on being safe, respectful, responsible, and unified. They are expected to demonstrate these characteristics in all their interactions throughout each school day. Students develop these characteristics by the way they treat themselves and each other. Teachers demonstrate these characteristics by the way they treat students and how they interact with parents and other staff members. Teachers also utilize Love and Logic strategies to create a positive learning environment and promote student responsibility of their own behavior. Creekside Oaks is a school community that prides itself on working together and collaborating to help students have a positive learning experience. Creekside Oaks is a PBIS school and uses positive interventions and the bucket filling philosophy to discourage negative behavior and create a positive learning environment.

Creekside Oaks has a school safety plan that outlines how to assure that students will be safe and comfortable while on campus. It also includes procedures to keep students safe during emergency situations. The plan is updated and revised every year through our School Site Council to accommodate any improvements that need to be made. The school's safety plan is based on the practices of the standard response protocol (SRP) through the "I luv u guys" foundation iloveguys.org. We have a school safety team that analyzes and makes recommendations to create a safe school environment. We are currently working with Lincoln Police to streamline safety procedures and maximize the safety of the campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.1	0.6	1.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	21	19		2	1	6	5	3			
1	28	25	23				3	3	5			
2	26	27	22				4	3	4			
3	28	24	28				4	4	3			
4	24	25	28				3	4	3			
5	27	64	41	1	1	1	3	3	4		2	3
Other		135						1			2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The district sponsors many opportunities for professional development credit, both during the school day and after hours for Staff Development Buyback and/or local units of credit. Creekside Oaks staff has recently participated in various forms of staff development. Behavior training in the Love and Logic program gives staff members strategies to work with students to take responsibility for their actions and accept appropriate consequences. It also helps build positive relationships between staff and students. Teachers have additionally attended professional development in teaching to the ELA common core standards through the Placer County Office of Education, developing writing skills, teaching academic vocabulary, utilizing engagement and checking for understanding strategies to improve instruction, and utilizing the ELD standards in our English Learner instruction. This includes ELD integrated and designated training's from the district. Teachers have been trained in GLAD strategies. Science teachers have been trained for the Next Generation Science Standards. The district has also provided training for youth development institute (YDI), which helps build relationships and the leadership capacity of our youth. All teachers are being trained in TESS (Total Education System Supports) to support math instruction. Teachers are also being trained in AVID (Advancement Via Individual Determination), iReady diagnostic program (online instruction at each students academic level), teaching technology in the classroom.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,577	\$2,370	\$7,207	\$76,583
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-1.7	-0.6
Percent Difference: School Site/ State			9.6	2.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Creekside Oaks Elementary qualifies for state and federal categorical funding through Title 1 and LCFF funds. This additional funding allows Creekside Oaks to support students of differing needs and circumstances. This includes a parent liaison and Title 1 support programs. To better meet the needs of all students Title 1 funds are being put towards supplemental programs such as iReady for math and language Arts, Ready Common Core math and language arts, TESS training for the entire staff, and implementation of Elementary AVID. We also offer intervention programs through instructional support providers to meet the academic needs of all students. This support comes from Title 1 funds as well.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



First Street School

1400 First Street • Lincoln, CA 95648 • (916) 685-4338 • Grades K-5
 Ray Collins, Principal
rcollins@westernplacer.org
<https://www.westernplacer.org/>

2017-18 School Accountability Report Card
 Published During the 2018-19 School Year



Western Placer Unified School District

District

1400 First Street, Suite 400
 Lincoln, CA 95648
 (916) 685-4338
www.wpsd.org

District Governing Board

Paul Caruso
 Brian Haley
 Eric Meyer
 Jennifer Hestberg
 Paul Long

District Administration

Scott Jensen
 Superintendent
 Terry Collins
 Assistant Superintendent,
 Educational Services
 Austin Edwards
 Assistant Superintendent, Business
 Julie Brown
 Assistant Superintendent, Human
 Resources

School Description

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades, a county preschool, and some district special programs. The enrollment is 496 with two to four classes at each grade level. The ethnic composition of the student body is 69% Hispanic, 24% Caucasian, and 7% other designations. English and Spanish are the most common languages spoken in the community. The school operates a Structured English Immersion (SEI) program for the school's English learners; it also houses the Elementary Academy which serves the district's Gifted and Talented Education (GATE) and high achieving elementary students. Support services include a Special Education Resource Program, Speech and Language, three Intervention Service Providers, and a Title I reading intervention program for our first through fifth grade students. At First Street School, students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. Parents play a vital role at FSS with their active participation and involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC), the Parent Teacher Club (PTC) now known as "CHAMPS", annual events and volunteering at the school and in the classrooms. Activities include but are not limited to an annual FUN RUN, a Harvest Festival, Dinner Nights at local restaurants, an annual Book Fair, school assemblies, evening performances and more.

Students are provided with a Common Core curriculum, which has been designed to help each student achieve the best results possible. Students are challenged and inspired to reach their potential through meaningful and engaging lessons and activities. Students are given the opportunity to learn through cross-curricular and hands-on activities involving STEM, garden plots, and technology.

Some additional opportunities available include:

- Science curriculum taught by a science specialist
- School-wide music program taught by a music specialist
- After-school band and choir program for upper grades
- Student leadership program for 4-5 students
- Roadrunner Ambassadors program
- After school enrichments: choir, band, Early Engineers, HoneyCode coding class, Vision "SAS" soccer clinic, and media/technology club.
- Staff trained in GLAD and TESS instructional strategies
- Computer Lab and six mobile Chromebook labs
- Robotics taught during science time for grades 3-5
- "B.E.E.P." school rules founded on PBIS (Building Effective Schools Together and Positive Behavior Intervention Supports) and more than half the staff trained in Youth Development Institute principals for school engagement.
- Physical education opportunities including a circuit training program provided by Sami's Circuit.

Mission Statement - "Purpose"

"First Street School is dedicated to guiding students to become positively contributing citizens and life-long learners."

Vision Statement - "Compelling Future"

"All students will be empowered to become productive citizens and life-long learners who practice excellence of character in an ever-changing world."

Motto - "We're going places!"

Values - "Collective Commitments"

To achieve our vision, we are committed to working collaboratively to:

Promote the positive in all interactions with students, staff, and community members.

Think positively

Act positively

Be positive

Share data with colleagues to help facilitate intervention/enrichment that is appropriate.

Meet the needs of all students by using assessments on an ongoing basis to adjust our instruction.

Support and encourage all students to use their learning tools to cooperatively aspire to reach their own best abilities and efforts.

Greet and acknowledge students to help foster a sense of belonging.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	77
Grade 1	45
Grade 2	91
Grade 3	68
Grade 4	75
Grade 5	78
Total Enrollment	434

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.0
Asian	1.8
Filipino	1.2
Hispanic or Latino	63.8
Native Hawaiian or Pacific Islander	0.5
White	30.0
Socioeconomically Disadvantaged	74.4
English Learners	36.9
Students with Disabilities	9.7
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
First Street School	16-17	17-18	18-19
With Full Credential	25	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	1
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
First Street School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Envisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Delta Science/FOSS (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman: History/Social Science for CA (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/28/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Library - Speech: Damaged ceiling tile. Room 24: Damaged ceiling tile. Room 22: Damaged ceiling tiles.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/28/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 20: Damaged vinyl wall surface, Damaged ceiling tiles, Baseboard coming of wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Room 17: Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 ELA Test Results - All Students

Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)

Subject	School	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
ELA		98.3	98.3	98.3	98.3	98.3	98.3
Math		98.3	98.3	98.3	98.3	98.3	98.3

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 ELA Test Results - All Students

Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)

Subject	School	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
ELA		98.3	98.3	98.3	98.3	98.3	98.3
Math		98.3	98.3	98.3	98.3	98.3	98.3

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

Note: The 2016–17 and 2017–18 data are not available. The COE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.3	22.8	12.7

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	215	98.17	48.37
Male	115	113	98.26	45.13
Female	104	102	98.08	51.96
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	137	99.28	35.77
White	64	62	96.88	69.35
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	158	98.14	37.97
English Learners	107	106	99.07	30.19
Students with Disabilities	27	27	100.00	25.93
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	217	99.09	46.08
Male	115	114	99.13	45.61
Female	104	103	99.04	46.6
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	138	100	33.33
White	64	62	96.88	66.13
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	161	160	99.38	37.5
English Learners	107	107	100	30.84
Students with Disabilities	27	27	100	18.52
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents play important roles at First Street School through their active participation and involvement in School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Teachers Club (PTC), annual events and regular volunteering in the classrooms. First Street School is becoming a focal point and community center for students and their parents. We are very fortunate to have a great number of resources available to students in the Western Placer Unified School District and on our school site. The Lighthouse Family Resource Center is a district-based agency that offers a variety of services including: counseling for students and their families, parenting classes, low cost health coverage for children through Healthy Families/Medi-Cal insurance, immunization and flu clinics, and other services. On our site, we have the C.A.R.E. after school program which provides academic reinforcement, enrichment activities and physical education for our students. We also have the First Street School targeted after school math intervention three days per week. Students who attend the math tutoring have an opportunity to address skill deficits and complete their homework in a quiet environment, free from distractions and staffed with certificated personnel and high school tutors to assist those students in need of help. New this year, the district has brought in Wellness Together, a contracted counseling group that is on our campus two days a week meeting one on one with our most at-risk students and in small groups with other students in need of socio-emotional support.

State Priority: School Climate

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

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

School Safety Plan

Western Placer Unified School District has a full and comprehensive Safe School Plan for all district sites and facilities. A well planned and trained Crisis Response Support Team has been identified to respond to a full array of potential emergencies. Periodic drills are planned and carried out annually. A new district-wide communication system for emergency use only has been recently installed. A copy of the complete plan is on file at each site.

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.0	0.9	2.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.95
Psychologist	.5
Social Worker	N/A
Nurse	.2
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	15	25		3		3		3			
1	31	25	22				2	3	3			
2	23	28	26				2	2	3			
3	25	25	26	1			3	3	3			
4	30	29	24				2	2	3	1	1	
5	24	67	38	1	3	1	2	5	2	1	2	1
Other			7			1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,222	\$2,691	\$7,532	\$83,983
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			2.8	9.0
Percent Difference: School Site/ State			14.6	12.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

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

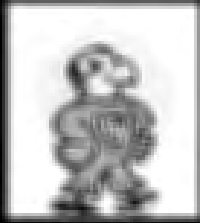
- Staff development and implementation of GLAD/ELL integrated and designated strategies
- Staff development and implementation of GATE/Differentiation strategies
- Staff development and implementation of Step Up To Writing strategies
- Staff development and implementation of iReady/Ready Common Core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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Foskett Ranch Elementary School

12000 Irvine Parkway • Irvine, CA 92618 • 949-456-5700 • Grades K-5

Billy Corbin, Principal

bcorbin@fresno.k12.ca.us

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2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Western Placer Unified School District

12000 Irvine Parkway • Irvine, CA 92618

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www.wpsd.net

District Governing Board

Paul Corbin

John Kelly

John Kelly

James Herring

Paul Corbin

District Administration

Paul Corbin

James Herring

Paul Corbin

Assistant Superintendent, Instructional Services

Paul Corbin

Assistant Superintendent, Business

John Kelly

Assistant Superintendent, Human Resources

Paul Corbin

Superintendent

Director, Special Education

Paul Corbin

Director, Supplemental Programs and Accountability

Paul Corbin

Director, Educational Services

Paul Corbin

Director, Food Services

Paul Corbin

Director of Business Services

Paul Corbin

Director, Information and Technology

Paul Corbin

Director, Facilities

Paul Corbin

Director, Transportation

Paul Corbin

School Description

Foskett Ranch.....a place where Falcons soar!

At Foskett Ranch Elementary School students learn essential skills and knowledge to successfully progress towards college and career readiness.

Foskett Ranch opened its doors to 360 students in August 2005 and has grown to about 460 preschool through 5th grade students. In addition to quality instruction based on high standards for achievement, our focus has been to build positive school and community relations. Staff and parents organize family nights, festivals, and events to honor various achievements. Since the 2008-2009 school year we have continued our journey towards developing our school as a Professional Learning Community (PLC), a group that continually collaborates to seek answers to the questions- What do we want our students to know? How will we know they have achieved the objectives? What will we do when students do not achieve the objectives? What will we do when students advance beyond the objectives? This results-based, student-centered process focuses our instruction, intervention, professional development and plays a major role in our success. In 2010, we received state recognition as a California Distinguished School. The positive energy, collaborative spirit and devotion of adults on campus towards student achievement make Foskett Ranch a wonderful place to learn and grow.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	71
Grade 2	70
Grade 3	64
Grade 4	79
Grade 5	75
Total Enrollment	426

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.5
Asian	2.1
Filipino	2.6
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.5
White	65.7
Socioeconomically Disadvantaged	18.8
English Learners	4.2
Students with Disabilities	13.6
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Foskett Ranch Elementary School	16-17	17-18	18-19
With Full Credential	26	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Foskett Ranch Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: January 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English/Language Arts, including the English language development component of an adopted program- (Adoption cycle 2015-2023)</p> <p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</p> <p>* 4 – 5 WPUISD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Mathematics – (Adoption Cycle 2014 - 2022)</p> <p>TK McGraw Hill My Math (Adopted 2014)</p> <p>K – 5 Pearson Envisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Science – (Adoption Cycle 2006 – 2008)</p> <p>K – 5 Delta Science/FOSS (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History-Social Science – (Adoption Cycle 2005 – 2007)</p> <p>K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/8/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Classroom 104: Crack in wall below window
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Science: Fill holes in tile where soap dispensers were removed, Stained ceiling tile
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Office: Ceiling tile stained along with roof leak. Science: Stained ceiling tile Kitchen: Roof leak in the kitchen serving line area , Broken ceiling tile. Classroom 107: Rain gutters dripping at seams.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	61.0	54.0	55.0	48.0	50.0
Math	41.0	49.0	39.0	43.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Current Test Results by Subject for All Students						
Percent of Students Meeting or Exceeding or Exceeded (meeting or exceeding the state standards)						
Subject	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	61.0	54.0	55.0	48.0	50.0
Math	41.0	49.0	39.0	43.0	37.0	38.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.5	31.6	28.9

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	213	99.53	61.03
Male	108	107	99.07	55.14
Female	106	106	100.00	66.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.00	46.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	139	99.29	67.63
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	40	97.56	40.00
English Learners	15	15	100.00	33.33
Students with Disabilities	26	25	96.15	36.00

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	215	214	99.53	49.07
Male	108	107	99.07	45.79
Female	107	107	100	52.34
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100	36.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	139	99.29	54.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	41	97.62	26.83
English Learners	15	15	100	13.33
Students with Disabilities	26	25	96.15	20

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Foskett Ranch parents are actively involved. Parents assist teachers daily in the classroom with small group instruction, art presentations and projects, preparing lessons, chaperoning field trips and at class social events. Our Parent Teacher Organization (PTO) enhances the school's instructional program. Parents and staff on this committee organize and host activities and events such as fundraisers, family nights held each trimester, book fairs, and after-school enrichment clubs. Parent volunteers also play a vital role on our School Site Council (SSC), an advisory committee that helps with the school improvement plan.

State Priority: School Climate

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

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

School Safety Plan

Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the School Plan for Student Achievement, the Family Handbook, and the Site Crisis Management Plan. The SSP addresses a wide range of safety issues such as student discipline, safe entry and exit to campus, physical plant safety, and crisis intervention. The SSP is reviewed annually and updated as necessary by the School Site Council.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	0.2	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	105	16	1	1	3	3	3	1		2	
1	26	25	23				3	3	3			
2	26	22	23		1	1	3	2	2			
3	22	24	21				3	3	3			
4	26	23	30				3	3	2			
5	25	23	47		1	1	3	3	3			2
Other	10	8		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

At the district level many professional development opportunities are available for staff development including positive behavior support strategies, and strategies/techniques to address the needs of English learners and students with special needs, GATE certification, county workshops to study Common Core math, language arts, and Next Generation Science Standards (NGSS). Four district instructional coaches work individually and with grade levels to assist in the areas of English language arts, math and science. Two of the coaches also assist schools to implement the state's newly adopted English Language Development Standards (ELDS) and to gain an understanding of designated and integrated English Language Development to implement in the classroom. At the site level teachers collaborate in grade level teams to design English language arts units that align with literature, social studies, science, English language development, technology and the arts.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Homework intervention club is an after school program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. During grade level differentiation time, students working below grade level benchmarks in the area of English Language Arts receive intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP). Students and teachers set individualized goals at each student's independent reading level, and daily independent reading is monitored through teacher/student conferences using the Accelerated Reader program.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,284	\$3,752	\$7,532	\$84,941
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			2.8	10.3
Percent Difference: School Site/ State			14.6	14.1

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



Glen Edwards Middle School

2001 E Street • Lincoln, Ca. 95808 • 916-945-4272 • Grades 6-8

Lance Van Loon, Principal

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2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Western Placer
Unified School District

Western Placer Unified School

Board

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Board Governing Board

Paul Larson

Brian Hays

Art Mott

James Armitage

Paul Long

District Administration

Scott Jensen

Superintendent

Berry Colburn

Assistant Superintendent,

Educational Services

Pauling Hightch

Assistant Superintendent, Business

Services

Colin Green

Assistant Superintendent, Human

Resources

School Description

Glen Edwards Middle School (GEMS) is one of two middle schools within the Western Placer Unified School District boundaries, serving approximately 900 students, grades sixth through eighth. Glen Edwards is located in the city of Lincoln, a changing semi-rural community situated in Placer County at the base of the Sierra Nevada Mountains. Students are our number one priority and our staff is dedicated to the shared mission of creating a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence. In addition to a robust core academic program, Glen Edwards is proud of the excellent electives we offer our students. Students have the opportunity to participate in Art, Broadcasting, Music, Computer Science, and Music. The school is going through a major remodel which will add state of the art classrooms, a new gymnasium, and a new administration office. All of this should be completed by the end of the summer of 2020.

The mission statement for Glen Edwards: The mission of Glen Edwards Middle School (GEMS) is to prepare all students for success in high school and beyond.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	299
Grade 7	279
Grade 8	318
Total Enrollment	896

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.2
Asian	2.2
Filipino	1.8
Hispanic or Latino	38.6
Native Hawaiian or Pacific Islander	1.0
White	51.3
Socioeconomically Disadvantaged	47.2
English Learners	12.4
Students with Disabilities	11.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Glen Edwards Middle School	16-17	17-18	18-19
With Full Credential	39	38	39
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	2
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Glen Edwards Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: January 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Grade 6: WPUUSD English Language Arts Curriculum Maps and Anchor Text; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2018)</p> <p>Grade 7-8: Amplify ELA (Adopted 2018)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Digits (Grades 6-8) - Adopted 2014</p> <p>Carnegie Learning Integrated 1 (Grade 8 Honors) - Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Grades 6-8: Prentice Hall- Focus on Science for California (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Grades 6-8: Holt Rinehart & Winston History Social Studies (Adopted 2006)</p> <p>New materials are currently being piloted for future adoption.</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/8/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Room 4: Chipped paint on window frames, Damaged floor tiles Restroom: Chipping paint, Missing access panel cover Room 14: Paint on wall damaged/chipped Room 16: Damaged ceiling tiles, Carpet separating at seams Room 17: Damaged ceiling tiles Room 18: Damaged ceiling tiles Room 19: Damaged ceiling tiles, wall damage from students desk

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/8/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Office: Large crack in VAT flooring Gym Restroom: Missing/broken floor tiles, Broken cove base Room 29: Cove base missing, Interior door paint chipped Room 39: Detached panel in book storage room Room 41: Damaged ceiling tiles, Door closer broken Room 46: Ceiling tile damaged
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Room 7: Low water pressure Restroom: Chipping paint, Missing access panel cover Room 15: Drinking fountain not working Gym Restroom: Missing/broken floor tiles, Broken cove base
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Room 6: Stained ceiling tiles

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/8/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Room 8: Stained ceiling tiles Room 10: Stained ceiling tiles Room 11: Stained ceiling tiles Room 15: Stained ceiling tiles Room 2: Stained ceiling tiles Library: Roof drain not working
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 4: Chipped paint on window frames, Damaged floor tiles Hallway: Broken window, Chipping paint Room 41: Damaged ceiling tiles, Door closer broken Room 43: Window latch broken
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 Student Results for All Students						
Percent of Students Meeting or Exceeding the State Standard (grades 3-8 and 11)						
Subject	School	2017-18	2016-17	2015-16	2014-15	2013-14
ELA		87.5	88.2	78.5	75.3	48.3
Math		78.5	81.2	78.5	80.1	57.5

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 Student Results for All Students						
Percent of Students Meeting or Exceeding the State Standard (grades 3-8 and 11)						
Subject	School	2017-18	2016-17	2015-16	2014-15	2013-14
ELA		N/A	N/A	N/A	N/A	N/A
Math		N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	23.4	21.6	29.4

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	901	883	98.00	49.43
Male	457	448	98.03	43.18
Female	444	435	97.97	55.86
Black or African American	22	22	100.00	50.00
American Indian or Alaska Native	11	11	100.00	54.55
Asian	20	20	100.00	60.00
Filipino	14	14	100.00	46.15
Hispanic or Latino	349	342	97.99	39.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	458	449	98.03	57.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	416	408	98.08	35.87
English Learners	223	220	98.65	23.64
Students with Disabilities	106	104	98.11	10.58
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	903	889	98.45	40.72
Male	459	453	98.69	38.41
Female	444	436	98.2	43.12
Black or African American	22	22	100	36.36
American Indian or Alaska Native	11	11	100	54.55
Asian	20	20	100	70
Filipino	14	14	100	50
Hispanic or Latino	349	345	98.85	27.54
Native Hawaiian or Pacific Islander	--	--	--	--
White	460	450	97.83	50.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	418	414	99.04	27.78
English Learners	223	223	100	16.59
Students with Disabilities	106	103	97.17	11.65
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents and family members are encouraged to be involved. Opportunities for involvement include: the School Site Council (SSC), English Language Advisory Committee (ELAC), Association of Parents, Teachers, and Students (APTS); classroom visitations, parent information nights and fundraising for specific programs. We are also working on adding opportunities for parents to come in after hours and find more about what their child is learning in class and to give them opportunities to complete hands on activities with their child. For example, this year we will be having a Science Night to help promote the love of Science and have parents be able to work with their child and their teachers in a fun, relaxing environment.

State Priority: School Climate

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

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

School Safety Plan

Goal:

To create and foster a positive, safe, and caring learning environment in which all students can feel safe and experience success.

Objectives:

- Increase consistency among staff related to school discipline policies and procedures; thus reducing the amount of time students are out of the classroom due to discipline/consequences.
- Increase courtesy and mutual respect among our students and staff.
- Increase student ownership and pride of their environment and behavior.

Glen Edwards' comprehensive safety plan was revised and updated in October, 2018. It is reviewed annually and approved by the Site Based Leadership Team and the School Board. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	6.2	5.9	6.0
Expulsions Rate	0.1	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	21.0	23.0	20.0	14	8	12	12	18	17		1	2
Mathematics	23.0	24.0	21.0	11	10	12	6	9	14	5	6	2
Science	26.0	28.0	25.0	6	4	5	15	13	15	2	7	4
Social Science	29.0	28.0	26.0	2	3	3	15	14	19	3	6	2

* 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 rather than grade level.

Professional Development provided for Teachers

Western Placer Unified School District provides a District Staff Development day towards the beginning of the school year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. Teachers and administration have attended AVID training during the summertime which has had strategies implemented throughout the school year. Teachers have attended the Ca. Assoc. of Student Body Officers, the Ca. Assoc. of Bilingual Educators training and the National Sci. Teacher Association conference. English and Math teachers attended a one-day training to discuss essential standards that need to be covered for the rest of the year. Teachers developed "scoreboards" to measure how students were progressing with those standards. The Placer County Office of Ed. provides professional development in Common Core strategies for core subjects which are attended by our teachers. Administrators attend Non-Crisis Intervention through PCOE. They also attended an EL Roadmap training from Educational Services. The administration has attended multiple trainings with Laura Lipton; administration also works individually with coaches to help mentor and implement policies at the site. Administration and Special Education staff has attended a co-teaching conference together to better understand and implement the co-teaching model. Training and implementation of Youth Development Institute (YDI) program are being instituted district-wide. Our Counselor has attended prof. development in College to Career programs and our history teachers attended the Ca. History Project Conference at UCD. Various teachers attended Project Lead the Way Training and have implemented those teaching programs in class. The ELD teacher has attended a district Guided Language Acquisition and Design (GLAD) training as well as a full eight-day training by GLAD. Additionally, the ELD teacher meets with the district ELD TOSA regularly for continued coaching and strategy implementation.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,360	\$2,388	\$6,971	\$68,736
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-4.9	-10.8
Percent Difference: School Site/ State			6.0	-7.7

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

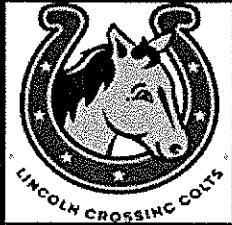
Staff professional development, instructional support, and extended learning time are funded by Title I and Supplemental Funds. Glen Edwards students have the opportunity to participate in a variety of special programs. Special Education and Intervention classes are offered utilizing district, state and federal funds. A wide variety of elective classes are offered including art, band, guitar, Leadership, Video Production, Year Book, Computers, Robotics, AVID and Ag. Science.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Lincoln Crossing Elementary School

635 Groveland Lane • Lincoln, CA 95648 • 916-434-5292 • Grades K-5

Jennifer Hladun, Principal

jhladun@wpusd.org

<http://lces.wpusd.org>

2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Western Planet Unified School District

Board

900-601 Street, Suite 400

Lincoln, CA 95648

916-434-5292

www.wpusd.org

Board Governing Board

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Brian Heller

John Hunt

James Kinnage

Paul Long

Staff Administration

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Superintendent

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Assistant Superintendent,

Educational Services

Paula Kinnage

Assistant Superintendent, Business

Services

Edgar Green

Assistant Superintendent, Human

Resources

School Description

Lincoln Crossing Elementary School opened in August of 2006. The school serves students in grades TK-5 with RSP, Speech, and intervention support services offered. Science and music curriculum are provided to students in grades 1-5. The school has a library, science lab, music room, seven Chromebook carts, both a 1-5 and K playground and multipurpose room.

The mission of the Lincoln Crossing Elementary School team is to prepare our students with the skills, knowledge and attitudes to become lifelong learners and responsible, contributing members of society. We model "The Colt Way" by being safe, respectful, responsible and problem solvers in class, in play and in life.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	110
Grade 1	108
Grade 2	108
Grade 3	108
Grade 4	108
Grade 5	107
Total Enrollment	649

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	1.2
Asian	5.5
Filipino	5.5
Hispanic or Latino	17.7
Native Hawaiian or Pacific Islander	1.5
White	62.9
Socioeconomically Disadvantaged	16.5
English Learners	4.2
Students with Disabilities	10.9
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln Crossing Elementary School	16-17	17-18	18-19
With Full Credential	28	28	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln Crossing Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>* TK - McGraw Hill My Math (Adopted 2014) * K – 5 Pearson Envisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>* K - 5 Delta Science/FOSS (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>* K - 5 Pearson Scott Foresman History/Social Science for CA (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/19/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	G 104: Vinyl wall surface damage Music: Broken ceiling tile D 101: Vinyl wall surface damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	Restrooms: H Girls - missing light diffuser, light fixture not working, H Boys - missing diffuser, Light out

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K-1: Chipped paint on boys restroom door Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	None

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	66.0	54.0	55.0	48.0	50.0
Math	42.0	54.0	39.0	43.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	59.0	66.0	54.0	55.0	48.0	50.0
Math	42.0	54.0	39.0	43.0	37.0	38.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.6	28.0	21.5

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	321	99.38	66.04
Male	154	154	100.00	58.44
Female	169	167	98.82	73.05
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	76.47
Filipino	20	20	100.00	65.00
Hispanic or Latino	60	59	98.33	61.02
Native Hawaiian or Pacific Islander	--	--	--	--
White	207	206	99.52	66.02
Socioeconomically Disadvantaged	66	65	98.48	55.38
English Learners	26	26	100.00	73.08
Students with Disabilities	43	42	97.67	35.71

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	323	321	99.38	54.21
Male	154	154	100	51.95
Female	169	167	98.82	56.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	58.82
Filipino	20	20	100	60
Hispanic or Latino	60	59	98.33	44.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	207	206	99.52	54.85
Socioeconomically Disadvantaged	66	65	98.48	44.62
English Learners	26	26	100	53.85
Students with Disabilities	43	42	97.67	30.95

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are considered key partners in the education of all students and are involved in a variety of ways including:

- Serving on an active Parent Teacher Club (PTC) coordinating monthly events/activities the support family and student engagement. Activities include an annual jog-a-thon, family dance and bowling nights, providing special assemblies, assisting in the funding of classroom and school materials, and supporting extra curricular activities.
- Serving as a classroom Art Docent presenting monthly art lessons in classrooms using standards based art curriculum and materials provided by our PTC.
- Dad's serving as a WatchDOGS (Dads Of Great Students) and volunteering at least one day a year on campus. These dads help in their child's classrooms and provide extra supervision during lunches and recesses and they support keeping our students safe at morning drop off.
- Serving on the School Site Council which is responsible for monitoring the School Improvement Plan. In addition, our English Language Advisory Council allows families of our English Language Learners to offer feedback on our programs and guide our site priorities.
- Volunteering in their child's classroom and/or assisting the teacher with various activities on and off campus.
- Attending class field trips scheduled throughout the school year.

We host at least one parent education night each trimester with a focus on our site goals, interventions we offer and/or family nights that promote engagement of parents and children with our curriculum.

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan, revised and approved in November of each year, lays out a plan for ensuring students learn in a secure and safe environment that covers routine and emergency procedures. Arrival and departure procedures are in place to ensure the safe and orderly ingress/egress of students. The campus is closed during the day with all visitors checking in through the office. Staff monitors students at all times throughout the school day including movement about campus and recess times. Classroom doors have been designed to be locked from the inside should lock-down procedures be implemented. Each door on campus is equipped with additional supports in case of the need to quickly secure them - classroom doors have magnetic strips that cover the strike panel, and push through doors are secured with emergency straps that can be unlocked to allow for instant door locking. We have added on "barracuda" to each classroom; it is next to an exterior door. Emergency procedures have been refreshed and are rehearsed throughout the school year. We use the PBIS system to support positive choices on campus, and is used to recognize and reward students for positive behaviors that specifically contribute to a school climate that minimizes negative behaviors (such as bullying, fighting, teasing).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.1	0.8	1.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.4
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	23	22	2			3	5	5			
1	28	27	27				4	4	5			
2	26	28	27				4	4	4			
3	27	27	27				4	4	4			
4	31	31	44				3	3	3			1
5	30	126	37				4	4	4		3	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Western Placer Unified School District provided three Staff Development Days each year for the last two years and four days in the 2017-18 year. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit. All staff have the opportunity to participate in grade level collaboration for 2 days in 2015-16 and 2016-17 and up to 4 days in 2017-18. In 2018-19, there were two days of collaboration offered to each teacher team, and work/planning/collaboration time offered for our music, science and special education teachers. Teachers who service ELD students have attended the districts ELD training. In addition, several teachers have participated in 9 days of professional development related to GLAD strategies or to a 2 day 'refresher' on the strategies. Staff have participated in ELA training offered by our local Reading Council and to Special Education/MTSS Tier II training offered by the county and our SELPA. We have invited special guests to our staff meetings in order to support professional development related to classroom behavior and math curriculum. We have made it a priority to have our teachers offer PD in our staff meetings about strategies and activities they are engaged in or learning about. Our District's Educational Technology Coordinator is also our part time assistant principal, and she has exposed numerous classes almost all grade levels to innovative technology applications, including coding. Our 5th grade team attended the Summer Institute for AVID in 2018 and continues to implement the AVID program and attend additional training offered by Sacramento County. This spring, our 4th grade team will be attending a preview program related to AVID. One teacher attended the Youth Development Instituted training offered by our District this winter.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
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Average Principal Salary (HS)	\$126,014	\$135,565
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Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,892	\$1,645	\$7,247	\$77,664
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-1.1	0.8
Percent Difference: School Site/ State			10.2	4.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Lincoln Crossing receives School Improvement Funds and Art/PE funds that are allocated by the School Site Council in the following ways:

- Substitute costs and workshop fees allowing staff to attend curriculum specific trainings.
- Substitute costs for staff to work in grade level teams analyzing the results of student performance and developing strategies for helping all students reach their potential.
- Technology Funding: (Accelerated Reader, Intervention Software, Parent Conference Scheduler, chromebooks for classroom use).
- Instructional supplies (classroom books, etc.)
- Teacher stipends for Musical Theater, SST Coordinator, Leadership Program Coordinator
- Assemblies that address academic, social, and emotional skills of students.
- Resources for parents.

DataQuest

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

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Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Lincoln High School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District

600 6th Street, Suite 400

Lincoln, CA 95648

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www.wpusd.org

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Assistant Superintendent,
Educational Services

Audrey Kilpatrick

Assistant Superintendent, Business
Services

Gabe Simon

Assistant Superintendent, Human
Resources

School Description

Mission: Lincoln High School is dedicated to success for all students, and is relentless in BUILDING MEN and WOMEN OF INTEGRITY!

Vision: Each and every student at LHS will be COLLEGE or CAREER READY. A student may choose not to go to college, but he/she will be college ready and have OPTIONS in life (college, military, career technical education, etc.)

Collective Commitments/Values

Each student will be supported by the teaching staff to achieve at high levels in the areas of academics, socio/emotional well-being, and creative problem solving.

We commit to increased professionalism in timeliness, appearance, behavior, and accountability for ALL in the school community.

We commit to high expectations and excellence by focusing on healthy relationships where the classroom is a safe place where everyone is engaged.

We commit to meaningful and productive collaborations about student learning with mutual accountability.

We commit to building positive relationships with students, staff, parents, and community members to support student success.

Schoolwide Learner Outcomes

Safe, Respectful, Responsible learners who participate in the school and local community both positively and ethically while finding safe and constructive opportunities to influence its direction.

True Communicators, who are able to verbally communicate ideas and information effectively for a variety of purposes and audiences.

Reflective Listeners, who are able to listen effectively and critically with literal and analytical comprehension in a variety of situations.

Informed Readers, who are able to read actively and critically from a variety of materials and genres with literal and analytical comprehension for a variety of purposes.

Proactive Planners, who set realistic and challenging goals in an education plan to meet the demands of university, career technical education, military, or workforce career pathways.

Effective Writers, who communicate ideas and information coherently in writing, using the conventions of standard English, for a variety of purposes and audiences.

Self-directed students, who are able to apply STRIPES principles in gathering materials and knowledge from a variety of sources and utilize them to solve problems creatively and effectively.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	534
Grade 10	536
Grade 11	446
Grade 12	436
Total Enrollment	1,952

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	1.7
Asian	3.1
Filipino	3.0
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	1.0
White	57.9
Socioeconomically Disadvantaged	32.3
English Learners	4.2
Students with Disabilities	11.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Lincoln High School	16-17	17-18	18-19
With Full Credential	74	75	76
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	6	10
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Lincoln High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023)</p> <p>* 9 – 10 McGraw Hill Study Sync (Adopted 2017)</p> <p>* 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Mathematics – (Adoption Cycle 2014 - 2022) 9 – 12 Carnegie Learning Integrated I, II, & III (Adopted 2014); McDougal Littell Algebra (Adopted 2009); McDougal Littell Geometry (Adopted 2008); Glencoe/McGraw Hill PreCalculus (Adopted 2008) ; AP Calculus:Calculus Extended, Gary Taylor (adopted 2015); Statistics: Pearson Stats- Modeling the World (Adopted 2018);</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Science – (Adoption Cycle 2006 – 2008) 9 – 12 Pearson Prentice Hall Biology (Adopted 2007); Kendall Hunt Biology – An Ecological Approach; Addison Wesley Chemistry (Adopted 2007); Kendall Hunt Forensic Science (Adopted 2007) ; Physics: Glencoe Physics- Principles and Problems (2004)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History-Social Science – (Adoption Cycle 2005 – 2007) 9 – 12 McDougal Little World History (Adopted 2005); Glencoe McGraw Hill Economics; McDougal Little US History (Adopted 2006); Prentice Hall Comparative Politics (Adopted 2006)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>CP Spanish Avancemos adopted in 2015; AP Spanish Nuevas Vistas, adopted 2015; French 1-3 Bien Diet, adopted 2010; French 4 Edgenuity adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Lifetime Health by Holt. Adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Theatre in Action by Glencoe adopted in 2001</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Room 33: Damaged vinyl wall surface Room 32: Vinyl wall surface damage, Damaged ceiling tiles Room 31: Ceiling tiles damaged, Exterior classroom number missing Room 30: Vinyl wall surface damage Damaged ceiling tiles Room 36: Vinyl wall surface damage Room 35: Vinyl wall surface damage Room 34: Damaged ceiling tiles Room 37: Vinyl wall surface damage, Damaged ceiling tiles, Carpet seams separating Room 38: Damaged ceiling tiles Room 7A: Damaged ceiling tiles Room 7E: Vinyl wall surface damage Room 5 Computer Lab: carpet seams separating Room 15: Damaged ceiling tiles, Damaged floor tiles Room 18: Damaged floor tiles Room 43: Vinyl surface wall damage Room 41: Damaged ceiling tiles, Vinyl surface wall damage Room 40: Floor damage, Vinyl surface wall damage Art: Ceiling tiles, Rusted out rain gutter Room 22: Missing ceiling tile Room 21: Wall damage from chairs Horticulture: Vat tile missing (check AHERA report), Stained ceiling tile Room 25: Stained ceiling tile Room 24: Broken face plate - Low voltage Music & Arts: Stage background curtains are torn, Broken cove base tile in boys restroom
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	Locker Rooms: Exhaust fan in JV area not working
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Music & Arts: Broken cove base tile in boys restroom Drinking fountains appear to be accessible and functioning as intended.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/13/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Office: Mailroom - stained ceiling tile, Workroom - Stained ceiling tile, Mr. Mauls office - Stained ceiling tile Room 23: Stained ceiling tile Art: Ceiling tiles, Rusty out rain gutter Room 4C: Stained ceiling tile Room 11: Stained ceiling tile Gymnasium: West wall crack from floor to ceiling
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students
Percent of Students Meeting or Exceeding the State Standards
(grades 3-8 and 11)

Subject	School	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
ELA		95.5	95.5	95.5	95.5	95.5	95.5
Math		95.5	95.5	95.5	95.5	95.5	95.5

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

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

2017-18 CAASPP Results for All Students
Percent of Students Meeting or Exceeding the State Standards
(grades 3-8 and 11)

Subject	School	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13
ELA		95.5	95.5	95.5	95.5	95.5	95.5
Math		95.5	95.5	95.5	95.5	95.5	95.5

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2017-18 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	13.0	31.7	45.4

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	408	95.55	69.12
Male	217	210	96.77	60.48
Female	210	198	94.29	78.28
Black or African American	12	11	91.67	81.82
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100.00	80.00
Filipino	--	--	--	--
Hispanic or Latino	117	115	98.29	59.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	261	245	93.87	73.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	118	95.93	55.93
English Learners	38	34	89.47	14.71
Students with Disabilities	39	36	92.31	19.44
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	427	408	95.55	34.8
Male	217	209	96.31	30.62
Female	210	199	94.76	39.2
Black or African American	12	11	91.67	9.09
American Indian or Alaska Native	--	--	--	--
Asian	15	15	100	46.67
Filipino	--	--	--	--
Hispanic or Latino	117	114	97.44	25.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	261	246	94.25	39.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	123	117	95.12	22.22
English Learners	38	35	92.11	14.29
Students with Disabilities	39	37	94.87	0
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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, WASC team involvement, Booster Club, Farm Foundation, ELAC meetings, tutoring, and volunteering.

State Priority: School Climate

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

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

School Safety Plan

Lincoln High School's comprehensive safety plan was revised and updated in October, 2018. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. The safety plan is reviewed and utilized by the staff regularly to assure that LHS is safe and secure. Our current school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. All staff are trained on the parameters of each response, and drills for each response are practice multiple times each year, based on state law and district office directives.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	7.0	5.2	2.6
Expulsions Rate	0.4	0.1	0.2
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	1.5
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	0
Other	.5
Average Number of Students per Staff Member	
Academic Counselor	462

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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	28.0	24.0	30.0	15	30	14	23	17	12	28	36	42
Mathematics	29.0	15.0	29.0	8	19	14	5	4	4	15	6	43
Science	28.0	27.0	29.0	7	8	9	24	15	10	12	18	29
Social Science	33.0	26.0	31.0	5	24	13	4	4	4	35	42	46

* 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 rather than grade level.

Professional Development provided for Teachers

Major Professional Development opportunities over the past three years include:

AVID: Yearly conferences of at least five days each take place to keep our site as current on best AVID practices as possible. In addition, several sessions of "teachers teaching teachers" in AVID strategies take place each year at staff meetings and during district PD days.

YDI: Based on the district and site belief that student relationships are critical to an effective school, cohorts of LHS teachers attend Youth Development Institute trainings yearly, with more than half of the LHS staff now having been trained. Several LHS site members have now gone through "train the trainers" PD, and can run workshops on their own to sustain this initiative.

EL Support: All English and Social Science teachers went through a district-delivered EL support professional development, where staff were instructed in both designated and integrated EL support, with ongoing PD being provided by EL TOSA each year as needed.

School Safety workshop: A team was sent to a school safety training in Las Vegas, and reported out the events at Leadership and Staff meetings to increase best practices in school safety.

School Culture Summit: Two separate teams sent to this conference to build staff relationships with peers and with students; these teams now developing programs to deliver staff wide through a new vehicles called the "Culture Team"

Mental Health Conference: A team is being sent to this conference in the near future, wit the intent of increasing school connectedness and safety for students on campus.

This list identifies the major, ongoing, sustained PD at this site that is impacting the entire staff, but is by no means exhaustive.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

LCFF/Supplemental funds are used to support such programs as AVID, English Learner students 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 busing, and maintenance projects.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Lincoln High School	2014-15	2015-16	2016-17
Dropout Rate	3.3	4.3	2.7
Graduation Rate	95.2	93.1	91.7
Western Placer Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.1	6.1	5.8
Graduation Rate	88.5	87.5	86.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,513	\$2,388	\$7,125	\$76,846
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-2.8	-0.3
Percent Difference: School Site/ State			8.4	3.2

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1290
% of pupils completing a CTE program and earning a high school diploma	43%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	21%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.5
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.5

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	6	♦
All courses	17	13.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	94.8	84.6	88.7
Black or African American	100.0	84.6	82.2
American Indian or Alaska Native	100.0	71.4	82.8
Asian	94.7	100.0	94.9
Filipino	93.3	94.4	93.5
Hispanic or Latino	95.9	80.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	94.4	87.2	92.1
Two or More Races	100.0	75.0	91.2
Socioeconomically Disadvantaged	99.1	80.9	88.6
English Learners	73.3	60.5	56.7
Students with Disabilities	80.0	71.3	67.1
Foster Youth	66.7	75.0	74.1

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program, Project Lead the Way (Biomedical Science & Engineering), Information and Communications Technology, Arts Media Communications, Wood Technologies, Welding, 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 various pathways, or career technical classes. From career technical classes or introduction to classes such as 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/CTE Works program. Students are enrolled according to their interest. Our district uses a semester system. This system allows a student to enroll in eight classes a semester. Because of this extra time/classes, 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 serving internships, boasting a large number of industry partners.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Phoenix High School

870 J Street • Lincoln, CA 95648 • (916) 645-6395 • Grades 9-12

Chuck Whitecotton, Principal

cwhitecotton@wpusd.org

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District

600 6th Street, Suite #400

Lincoln, CA 95648

(916) 645-6350

www.wpusd.org

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Assistant Superintendent -

Educational Services

Audrey Kilpatrick

Assistant Superintendent -

Business

Gabe Simon

Assistant Superintendent - HR

School Description

Our vision statement: "Be Empowered" is clear, focused and sets the tone for building the culture of our school. It is our mission to create a program in which every student feels empowered to develop purpose, values and positive habits that lead to personal and academic success. Phoenix's curricular emphasis is based on the state's common-core standards while focused on the various learning styles and achievement levels of our students. Student Outcomes or (ESLR's) are the motivating force in curricular development and teaching methodology. The Student Outcomes are intended to encourage and challenge students to become the following:

- Responsible citizens
- Effective communicators
- Academic achievers
- Career planners
- Healthy individuals

Students complete assignments, portfolios and projects that measure progress in meeting our Outcome goals. To ensure completion, a senior project based on the ESLR's is required for graduation. The administration and staff have high expectations for our students and strive to give them the opportunity to be successful and return to the comprehensive high school or graduate from Phoenix.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	3
Grade 11	21
Grade 12	52
Total Enrollment	76

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.3
Asian	0.0
Filipino	0.0
Hispanic or Latino	47.4
Native Hawaiian or Pacific Islander	0.0
White	46.1
Socioeconomically Disadvantaged	56.6
English Learners	6.6
Students with Disabilities	1.3
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Phoenix High School	16-17	17-18	18-19
With Full Credential	5	5	5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Phoenix High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades 11-12: McDougall Littell Language of Literature, (Adopted 2002) (State Waiver 2010) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	McDougal Littell Algebra I, (Adopted 2009) McDougal Littell Geometry (Adopted 2008), Carnegie Learning Integrated Math 1 & 2 (Adopted 2014), Practical Mathematics by Holt (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology & Earth Science California Edition & Ag Science 2B by Prentice Hall. Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McDougal Littell: Modern World History Patterns of Interaction & The Americans Reconstruction to the 21st Century; Prentice Hall: Comparative Politice– Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Classroom 4: Low pressure to drinking fountain
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 4: Low pressure to drinking fountain Restrooms: outside drinking fountains have low water pressure
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students
Percent of Students Meeting or Exceeding the State Standards
(grades 3-8 and 11)

Subject	School	2017	2018	2017	2018	2017	2018
ELA		100.0	100.0	100.0	100.0	100.0	100.0
Math		100.0	100.0	100.0	100.0	100.0	100.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

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

2017-18 CAASPP Results for All Students
Percent of Students Meeting or Exceeding the State Standards
(grades 3-8 and 11)

Subject	School	2017	2018	2017	2018	2017	2018
ELA		100.0	100.0	100.0	100.0	100.0	100.0
Math		100.0	100.0	100.0	100.0	100.0	100.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2017-18 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	38	97.44	34.21
Male	19	19	100.00	21.05
Female	20	19	95.00	47.37
Asian	--	--	--	--
Hispanic or Latino	15	14	93.33	28.57
White	22	22	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	38.89
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	39	37	94.87	5.41
Male	19	18	94.74	5.56
Female	20	19	95	5.26
Asian	--	--	--	--
Hispanic or Latino	15	14	93.33	0
White	22	21	95.45	4.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	17	89.47	0
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Initial meeting and orientation with Principal and counselor during the enrollment process.
 Student, parent and teacher meetings
 Career Fair Day
 Back-to-School and Open House events
 SBAC testing results are mailed to each parent.
 School-wide phone messaging system, notification of up-coming events.
 School Site Council
 Parent conferencing
 Student celebration activities
 Graduation ceremonies

PHS emphasizes ongoing collaboration with students and their families.

State Priority: School Climate

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

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

School Safety Plan

Goal:

To create and facilitate a positive, safe, and caring learning environment in which all students feel safe, experience success, and build self-esteem.

Objectives:

To provide and facilitate an engaging learning environment that is free of distractions, with the discipline policy applied fairly, consistently, and timely; and allows for personal growth.

Related activities:

- a. Revised 2018-19 PHS School Handbook delivered to all students
- b. Consistently enforce the discipline policy and model appropriate classroom behaviors.
- c. Explain the District's attendance policies, procedures, expectations and consequences (SAM) with students at first day assembly.
- d. PHS Period Schedule: students assigned to content area classrooms each period.
- e. Counselor on campus every Monday.
- f. School-wide meetings every Friday, to make announcements, celebrate successes, and discuss any campus concerns.
- g. Celebrate students academic, attendance and citizenship successes

Phoenix High School's comprehensive safety plan was revised and updated in October, 2018. The school safety plan is comprised of district protocols, policies, and procedures for emergencies. Our updated school safety plan is designed based on the Standard Response Protocol (SRP) system, that includes different levels of response including Lockout, Lockdown, Evacuate, and Shelter. Drills for each response are practiced multiple times each year, based on state law and district office directives.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	17.4	8.4	9.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.2
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	
Average Number of Students per Staff Member	
Academic Counselor	75

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	7.0	7.0	6.0	12	16	14	1		1			
Mathematics	3.0	2.0	3.0	16	27	17						
Science	3.0	4.0	5.0	10	9	9						
Social Science	4.0	3.0	3.0	19	26	27						

* 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 rather than grade level.

Professional Development provided for Teachers

Staff selectively attends staff development workshops, conferences, etc. that addresses the specific needs of our programs, and can be of benefit to our students. Through their constant monitoring of student progress levels, the staff is flexible in their delivery methods and are always looking for better ways of providing our students with a quality educational program.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,598	\$2,077	\$11,521	\$88,500
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			57.2	14.9
Percent Difference: School Site/ State			75.3	18.8

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Phoenix High School uses the majority of its Title 1 funding to help provide extra tutoring opportunities before and after school. This allows our students to earn academic credits and improve their core academic skills in language arts, math, social studies and science. In addition, the programs provide students access to interventions, remediation, and preparation for the GED test. Students are able to work at their own pace, at home, the library, virtually anywhere and anytime. Future purchases will be made to enhance and supplement the various academic subjects and to address the varied academic deficiencies of our students.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Phoenix High School	2014-15	2015-16	2016-17
Dropout Rate	30.0	22.0	12.8
Graduation Rate	35.0	41.5	50.7
Western Placer Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.1	6.1	5.8
Graduation Rate	88.5	87.5	86.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	63.6
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	68.0

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	1	♦
All courses	1	1.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	47.2	84.6	88.7
Black or African American	0.0	84.6	82.2
American Indian or Alaska Native	0.0	71.4	82.8
Asian	0.0	100.0	94.9
Filipino	100.0	94.4	93.5
Hispanic or Latino	30.0	80.2	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	59.3	87.2	92.1
Two or More Races	0.0	75.0	91.2
Socioeconomically Disadvantaged	46.4	80.9	88.6
English Learners	14.3	60.5	56.7
Students with Disabilities	0.0	71.3	67.1
Foster Youth	100.0	75.0	74.1

Career Technical Education Programs

N/A

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Sheridan Elementary School

4730 H Street • Sheridan, CA 95681 • 530-633-2591 • Grades K-5

Emily Ortiz, Principal

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<http://ses.wpusd.org>

2017-18 School Accountability Report Card

Published During the 2018-19 School Year



Western Placer Unified School District

600 6th Street
Lincoln, CA 95648
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District Governing Board

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Brian Haley
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Damian Armitage
Paul Long

District Administration

Scott Leaman
Superintendent
Kerry Callahan
Assistant Superintendent,
Educational Services
Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
Assistant Superintendent, Human
Resources

School Description

Sheridan Elementary School serves transitional kindergarten through fifth-grade students and is located in the Western Placer Unified School District (WPUSD) between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 58 students. The ethnic makeup is as follows: Caucasian 41%, Hispanic/Latino 47%, African American 7%, and American Indian 5%. Efforts are made to ensure that the transition from preschool to transitional kindergarten is a smooth and enjoyable experience. The principal is Emily Ortiz. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency lock-down drills. All non-students coming on to campus must check in through the office to sign-in and obtain a badge. Students are supervised before and after school by district staff. There are 42 students who attend the after-school program. This program provides students with enrichment opportunities in the area of homework, art, crafts, gardening and physical education. Our school safety plan is in place as well as our district crisis plan. Both plans are updated annually and work together to encompass the safety of all of our students, staff, parents, and community.

Combination classes are in place. We have a transitional kindergarten/kindergarten/first; second/third; and a fourth/fifth configuration. As per the California Education Code, there are a required number of minutes per year for each grade level. The number of instructional minutes at Sheridan School is over 56,000, well over the required EdCode minutes. The percentage of students in the free and reduced lunch program is 67%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using EnVision Math, Benchmark Advance, Ready Common Core, iReady, Souday System, SIPPS and Read Naturally) parent volunteers, an emphasis on building good peer relationships and transitioning to middle school, hands-on science classes, AVID Elementary, music and visual and performing arts which include performances for the school community.

About the SARC

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	9
Grade 1	8
Grade 2	6
Grade 3	12
Grade 4	7
Grade 5	10
Total Enrollment	52

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	1.9
Hispanic or Latino	51.9
Native Hawaiian or Pacific Islander	0.0
White	34.6
Socioeconomically Disadvantaged	65.4
English Learners	28.8
Students with Disabilities	5.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Sheridan Elementary School	16-17	17-18	18-19
With Full Credential	4	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	1	1
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Sheridan Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Envisions (adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Delta Science/FOSS Science (adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman: History/Social Science for CA (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/18/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Systems: Gas Leaks, Mechanical/HVAC, Sewer</p>	Good	<p>Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order.</p> <p>Restrooms: Rust on stalls, no ventilation or HVAC</p> <p>Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
<p>Interior: Interior Surfaces</p>	Poor	<p>Office: The admin office floor has several small rips in the linoleum</p> <p>Kitchen: Floor damage, Cabinets do not close properly</p> <p>Classroom 2: Chipped paint on baseboards</p> <p>Portable Classroom 5: Tear in vinyl wall cover and flooring</p> <p>Portable Classroom 6: Formica cabinets are cracking and laminate flooring has small tears and cracks</p> <p>Portable Classroom 8: Cove base is falling off, wall has small holes.</p> <p>Portable Restrooms: Boys rust on stalls</p> <p>Portable Classroom 10:</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Portable Classroom 11: one damaged ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	Multi Purpose Room: Lighting is insufficient for the size space
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Portable classroom 10: Restrooms: Rust on stalls, no ventilation or HVAC
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Portable Classroom 8: Cove base is falling off, wall has small holes. Portable Classroom 9:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground: Exterior fencing damage, Asphalt damage on playground, Backstop damage on baseball field, Barbed portion of fence at top pointing up
Overall Rating	Fair	N/A

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	41.0	54.0	55.0	48.0	50.0
Math	34.0	17.0	39.0	43.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	41.0	54.0	55.0	48.0	50.0
Math	34.0	17.0	39.0	43.0	37.0	38.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	**	**	**

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)				
Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.67	41.38
Male	17	17	100.00	41.18
Female	13	12	92.31	41.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	14	14	100.00	50.00
White	13	13	100.00	38.46
Socioeconomically Disadvantaged	21	20	95.24	30.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.67	17.24
Male	17	17	100	17.65
Female	13	12	92.31	16.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	14	14	100	14.29
White	13	13	100	23.08
Socioeconomically Disadvantaged	21	20	95.24	15
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

We foster a strong belief that parents play a major role in our school community. Opportunities for involvement include: Parent-Teacher Club; School Site Council, DELAC/ELAC; classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family BINGO nights, Tamale making, Spring festival, Trunk-or-Treat, Winter Performance and dinner, garden and campus clean-ups, and others. We also have a parent liaison who meets weekly with our EL parents to promote school involvement and parent education. Our students also benefit in a variety of ways from volunteers through the SCHOOLS program from Sun City. We welcome volunteers on our campus!

State Priority: School Climate

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

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

School Safety Plan

District Crisis Response Support Team Plan
Western Placer Unified School District

2018-2019
COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For Western Placer Unified School District and Sheridan Elementary

Reviewed by Site Council
(10/9/2018)

The Sheridan Elementary School campus will remain a secure and safe environment.

Objectives:

The campus is closed. Perimeter gates are locked each day, except for the front, main gate.

Visitors must sign in and receive a visitor's pass before they can be on campus

Students must be signed out before they can leave the campus.

Students are not released to anyone not listed on their emergency card or designated by their parent.

Adequate lighting is in place to ensure safety on the campus at night. The principal and custodian make checks to ensure all hallways have adequate lighting.

Lock-down/Shelter in Place, earthquake, fire and evacuation procedures are in place.

Main entry and exit points are monitored closely by school staff.

Surveillance cameras on campus monitor activities on the playground areas.

There is supervision during recesses and high traffic areas.

Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office. Volunteer list is updated and monitored regularly for accuracy.

School administration is working with the district office and local community to add additional surveillance cameras to the school site.

Student Support:

Inappropriate behavior is addressed immediately and tracked through Power School discipline tracking.

Staff monitors the loading/unloading of cars and student arrival/departures before and after school.

Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.

Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lockdown drills are practiced annually; Shelter in Place procedures are communicated, if a situation arises.

Procedures are in place for student evacuation in alignment with local law enforcement.

Parent Support

There is continual communication to parents on traffic flow for safe drop off and pickup issues.

Parents have the opportunity to work in a collaborative manner to give input on school safety issues.

Staff and Site Support

Updated maintenance will be completed in alignment with the District's Master Plan.

Procedures are in place for immediate involvement of the Placer County Sheriff Department for violent crime, crime against facilities or person.

The school has a Placer County School Resource officer assigned to them.

A security system with panel access codes has been installed for the entire school.

A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input.

There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, and intercoms.

The principal or designee will announce the lockdown/Shelter in Place using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice.

Many other plans are in place in the actual plan dealing with many possible emergency situations. Plan available upon request.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.2	2.7	3.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	18	17	1	1	1						
1		9	8		2	1						
2		17			1							
3	20	26	15	1		2		1				
4		12	7		1	1						
5	27	19	17		1	2	1	2				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Western Placer Unified School District provided two Staff Development Days each year. In addition, many opportunities are available for staff development credit both during the school day and after hours for Staff Development Buyback credit. With the addition of supplemental funds, many offerings are being provided in the following areas: Language Arts, Mathematics, MTSS, UDL training, PBIS, Youth Development, PLC training, AVID, NGSS, ELD strategies training, GLAD training. TOSAs (Teacher On Special Assignments) are available to provide coaching after training as well as curricular support. This school year, Sheridan is specifically focusing on increasing the academic achievement of its English Learners and low-income students; as well as increasing reading and math performance for all students. Data for reading and math is collected by staff through classroom assessments and iReady reading and math diagnostic, growth, and test scores. This data is used to guide decisions for the reading and math programs. Teachers and support staff are supported through frequent meetings between staff and administration. One-on-one meetings between teacher and principal are held frequently for curricular, program and behavioral support.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Services funded through the site budgets include: Title I instructional aide, copying and printing costs, library books and materials, ESGI for Kindergarten assessments, Lexia Reading Program, PBIS school incentive and award programs, and the Renaissance Reading program.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$14,577	\$4,189	\$10,388	\$71,286
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			41.8	-7.5
Percent Difference: School Site/ State			58.0	-4.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



Twelve Bridges Elementary School

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

Will Middleton, Principal

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<http://tbes.wpusd.org/>

2017-18 School Accountability Report Card

Published During the 2018-19 School Year



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District

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

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Asst. Superintendent of
Educational Services

Audrey Kilpatrick

Asst. Superintendent of Business

Gabe Simon

Asst. Superintendent of Human
Resources

School Description

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

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

The campus is comprised of:

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

Twelve Bridges Elementary students are viewed as future leaders. Our goal is to create well-rounded students who are empowered to bring about positive change in our world. There has been a recent focus on positive behavior intervention. Our PBIS "ROAR Rules" were developed to emphasize four school-wide expectations: Responsibility, Offer Kindness, Always Be Safe, and Resolve Problems. In addition, students are recognized with a "ROAR" cards for demonstrating those qualities. Our entire staff has been trained in Love & Logic and the Nurtured Heart Approach philosophies. We have also established a K-Kids Service Club sponsored by Kiwanis International. Together with our Tiger Crew leadership program, these two groups help give our kids the opportunity to learn and practice service and leadership.

The collaborative culture at the site fosters purposeful communication and informed decision making. On a weekly basis, teachers participate in grade level Professional Learning Communities (PLC) as a school site. We have established a Leadership team comprised of the school principal, psychologist, and teacher representation from all grade-levels for shared decision making on our direction as a site. We also have a data team whose purpose is to meet twice a month to analyze data (both behavior and academic) to help guide our instruction and intervention practices. We utilize the i-Ready program to help us gather academic performance data on all of our students so we can appropriately address the individual learning needs of all of our students. We utilize our "Tiger Time" intervention/enrichment block to enable us group students accordingly. Our PBIS Team meets monthly to look at behavior data and address areas of concern as well as ways to continue promoting an overall positive school climate. Many of our staff are also YDI (Youth Development Institute) trained to work on ways to continue establishing positive, productive relationships with students and other staff members.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	130
Grade 1	109
Grade 2	108
Grade 3	95
Grade 4	108
Grade 5	99
Total Enrollment	649

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.8
Asian	6.0
Filipino	1.4
Hispanic or Latino	7.6
Native Hawaiian or Pacific Islander	0.3
White	78.9
Socioeconomically Disadvantaged	9.7
English Learners	1.8
Students with Disabilities	11.6
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Twelve Bridges Elementary School	16-17	17-18	18-19
With Full Credential	32	32	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPU5D English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>TK McGraw Hill My Math (Adopted 2014); K-5 Pearson Publishing: EnVisions (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>K – 5 Delta Science/FOSS (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/20/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Restrooms: Boys by Media Center - Rusted access panel Room 304: Holes in wall from moving pencil sharpener
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/20/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms: Boys by Media Center - Rusted access panel Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Portable Classroom 313: Dry rot on ramp, Chipping paint Science Lab: Stained ceiling tiles
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	Grade	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
ELA	3-8	65.0	72.0	54.0	55.0	48.0	50.0
Math	3-8	60.0	69.0	39.0	43.0	37.0	38.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	4 of 6	5 of 6	6 of 6
5	12.1	29.3	47.5

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

Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	65.0	72.0	54.0	55.0	48.0	50.0
Math	60.0	69.0	39.0	43.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	304	301	99.01	72.09
Male	142	142	100.00	71.13
Female	162	159	98.15	72.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	76.47
Filipino	--	--	--	--
Hispanic or Latino	27	25	92.59	68.00
White	245	245	100.00	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	32	96.97	56.25
English Learners	11	10	90.91	60.00
Students with Disabilities	27	26	96.30	38.46
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	304	302	99.34	68.54
Male	142	142	100	76.76
Female	162	160	98.77	61.25
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100	76.47
Filipino	--	--	--	--
Hispanic or Latino	27	25	92.59	60
White	245	245	100	68.98
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	33	33	100	54.55
English Learners	11	10	90.91	70
Students with Disabilities	27	26	96.3	65.38
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

The Parent Teacher Club (PTC) is very active supporting school-wide events and enrichment programs through well planned fundraisers. The PTC organizes family events such as: Restaurant Nights, Harvest Festival, Monte Carlo Night, and Family Dance Nights. The Harvest Festival, Fun Run, and Monte Carlo Night are the main fundraisers for the 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.

Our PTC also serves as our School Site Council (SSC). Documents such as the School Plan for Student Achievement, School Safety Plan, and School Accountability Report Card are reviewed and updated. The SSC also monitors progress on school-wide goals and site budget allocations.

We also have parental representation on our tier I PBIS Team.

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

State Priority: School Climate

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

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

School Safety Plan

The School Safety Plan is reviewed and revised annually by the School Site Council. It was last revised December, 2017. The plan includes procedures for emergencies. We practice fire drills monthly, and have four other drills (lock-down, lock-out, shelter, and a school-wide evacuation drill) practiced during the 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, including a new interior gate which forces visitors to check into the office prior to accessing the campus as a whole.. 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 lanyard. Volunteers working in classrooms or chaperoning field trips must have a TB and fingerprint clearance. We have also installed numerous surveillance cameras focused on our blacktop and all of our school entrance/exit points.

We have created comprehensive classroom emergency kits in the event of an emergency or prolonged lock-down. All classrooms have a Barracuda Intruder Defense System which will securely lock the door in a lock-down situation.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.1	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	N/A
Nurse	0.2
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	1.0
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	21	19		1	2	5	5	4			
1	24	31	26				4	6	4		1	
2	26	24	31				4	4	4			1
3	24	27	24				4	4	4			
4	24	27	30				3	3	3			
5	27	94	42	1			4	4	4		3	2
Other	12	5		1	1							

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Categorical funds were used in 2017-18 for: purchasing assessment and communication software (Lexia, PBIS/SWIS, RenLearn, ESGI, and Canyon Creek); employing Intervention Support Providers; purchasing support materials for students such as homework folders, student planners, and vocabulary handbooks; after school band and choir; after school tutoring; enrichment programs such as Legos-Robotics; and student recognition for perfect attendance.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,933	\$2,594	\$7,338	\$79,352
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			0.1	3.0
Percent Difference: School Site/ State			11.6	6.5

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



Twelve Bridges Middle School

770 Westview Drive • Lincoln, CA 95648 • (916) 434-5270 • Grades 6-8

Randy Woods, Principal

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<http://tbms.wpusd.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Western Placer Unified School District

600 6th Street, Suite 400

Lincoln, CA 95648

(916) 645-6350

www.wpusd.org

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Assistant Superintendent of
Educational Services

Audrey Kilpatrick

Assistant Superintendent of
Business and Operations

Gabe Simon

Assistant Superintendent of
Personnel Services

School Description

Middle School serves as a bridge between a more sheltered elementary experience and the more independent high school years. It is a time of transition for students and families. Students at Twelve Bridges have the support of their teachers, staff, and administration. Students are exploring a more challenging academic environment. At the same time, they are experiencing rapid personal, physical, and emotional growth. It is our intention to challenge students academically while providing them with appropriate support, and to be available to families with concerns, questions, or needs during this transitional phase of their students.

Vision: To create a respectful, success-oriented, cooperative community that challenges all students to develop a curiosity for learning and to pursue academic excellence.

Mission: The staff at Twelve Bridges Middle School, in cooperation with the students, parents and community, will provide students with a safe and supportive learning environment in which to foster a culture of academic excellence and discipline in addition to life-long learning. Our goal is for our students to not only become responsible and well-rounded individuals, but also to become better citizens.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	251
Grade 7	269
Grade 8	241
Total Enrollment	761

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.2
Asian	5.5
Filipino	4.1
Hispanic or Latino	18.0
Native Hawaiian or Pacific Islander	1.1
White	64.5
Socioeconomically Disadvantaged	21.7
English Learners	3.3
Students with Disabilities	13.8
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Twelve Bridges Middle School	16-17	17-18	18-19
With Full Credential	34	34	34
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	1
Western Placer Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	320
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at this School			
Twelve Bridges Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Gr 6: WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum and Associates Ready Common Core Reading and Writing (Adopted 2018) Gr 7-8: Amplify ELA (Adopted 2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson: Digits (Adopted 2014) Carnegie Learning Integrated I (8th Grade Honors) (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Prentice Hall: Focus on Science for California (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt Rinehart and Winston: History Social Studies (Adopted 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/5/17		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. Lighting

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/5/17

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		appears to be adequate and working properly, including exterior lights.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Office: Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Storeroom: Gap under door There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	68.0	54.0	55.0	48.0	50.0
Math	55.0	60.0	39.0	43.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

2017-18 CAASPP Results for All Students						
Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)						
Subject	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	66.0	68.0	54.0	55.0	48.0	50.0
Math	55.0	60.0	39.0	43.0	37.0	38.0

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.0	23.2	35.4

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	755	743	98.41	67.83
Male	401	395	98.50	61.27
Female	354	348	98.31	75.29
Black or African American	27	26	96.30	61.54
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	70.73
Filipino	32	32	100.00	78.13
Hispanic or Latino	134	132	98.51	54.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	481	474	98.54	70.89
Two or More Races	13	13	100.00	69.23
Socioeconomically Disadvantaged	152	148	97.37	53.38
English Learners	55	54	98.18	40.74
Students with Disabilities	91	90	98.90	18.89
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	755	743	98.41	59.62
Male	401	395	98.5	59.75
Female	354	348	98.31	59.48
Black or African American	27	26	96.3	38.46
American Indian or Alaska Native	--	--	--	--
Asian	42	41	97.62	63.41
Filipino	32	32	100	59.38
Hispanic or Latino	134	132	98.51	46.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	481	474	98.54	64.56
Two or More Races	13	13	100	61.54
Socioeconomically Disadvantaged	152	148	97.37	48.65
English Learners	55	54	98.18	31.48
Students with Disabilities	91	90	98.9	16.67
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

TBMS encourages all parents to have an active role in their student's education. This includes opportunities such as the Parent Teacher Club, School Site Council, and supporting school activities/assemblies, Honors Recognition/Celebration, School Dances, and volunteering in classrooms in other capacities.

Communication with parents is provided through periodic email messages and school updates. There is a daily Student Bulletin, which is announced in classrooms each morning and also posted on the school website. The school website includes contact information for the teachers. Schoology provides information for classwork, homework, texts/quizzes, and projects through a link to on the school website. Grades/progress reports can be accessed any time through Schoology, which posts each assignment and related assignment scores.

State Priority: School Climate

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

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

School Safety Plan

The TBMS School Safety Plan includes a Crisis Response Plan, monthly fire drills, semiannual lock down drills and annual evacuation drills. The plan includes detailed roles and responsibilities for all staff members in an emergency on campus. The fire drills maintain student and staff familiarity with classroom evacuation, while the evacuation drill allows us to practice removing all students from campus in an orderly manner. We conduct lock down drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside.

Two separate lunch periods are monitored by four noon-duty aides to assist in the lunch time supervision. Teachers have duty stations before and after school for added school safety. We have a closed campus, visitors must enter through the main office and sign in and students are not allowed off campus during the school day. The school is also monitored by surveillance cameras 24/7.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.1	3.7	3.1
Expulsions Rate	0.3	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.8	2.4	1.9
Expulsions Rate	0.1	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.80
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

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

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
Subject	2015-16	2016-17	2017-18	1-22			23-32			33+		
				2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	23.0	22.0	22.0	6	8	9	15	10	9	2	5	6
Mathematics	23.0	20.0	22.0	7	8	8	15	13	14	1	1	1
Science	24.0	23.0	24.0	6	8	7	15	13	13	3	3	4
Social Science	25.0	24.0	25.0	4	6	4	17	8	13	2	8	4

* 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 rather than grade level.

Professional Development provided for Teachers

Teachers work within their Professional Learning Community during early release days each Monday. During this time, educators analyze performance data, design lessons, develop common assessments, and articulate progress with colleagues.

In addition, multiple professional development opportunities have been provided in preparation for the transition to the Common Core State Standards, especially in the areas of language arts, mathematics, and technology.

There has been a focus on technology training and the use of technology in the classroom. Many teachers have been trained at "Google Summits", which are focused on Google applications that are specific to the classroom. These trainings are delivered periodically through weekend workshops.

We have also, this school year, focused on the AVID and STEAM programs. AVID (Advancement Via Individual Determination) is a college preparation program that requires the extensive training of staff members. Several staff members have been trained in AVID methods and many more are registered participants in future training. Some training is completed throughout the school year in workshops. The bulk of the training comes during Summer workshops. STEAM (Science, technology, engineering, arts and math) is a program we have implemented this school year through our elective schedule.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,518	\$47,547
Mid-Range Teacher Salary	\$70,300	\$74,775
Highest Teacher Salary	\$92,445	\$93,651
Average Principal Salary (ES)	\$107,814	\$116,377
Average Principal Salary (MS)	\$111,757	\$122,978
Average Principal Salary (HS)	\$126,014	\$135,565
Superintendent Salary	\$186,983	\$222,853
Percent of District Budget		
Teacher Salaries	37.0	35.0
Administrative Salaries	5.0	6.0

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,412	\$2,318	\$7,094	\$73,756
District	♦	♦	\$7,328	\$76,175
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-3.2	-4.3
Percent Difference: School Site/ State			7.9	-1.0

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Types of Services Funded

Twelve Bridges Middle School students have the opportunity to participate in a variety of special programs. Special education and intervention support are offered utilizing district and state funding. We offer a full range of enrichment classes including art, digital art, band, choir, music appreciation, drama, leadership, yearbook, astronomy, forensics, and robotics.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

**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:

Ratification of Agreement for Project Inspector Services with Walter May for the Scott Leaman Elementary School Project and Twelve Bridges High School Project

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure A Bond Funds
Measure N Bond Funds

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Scott Leaman Elementary School Project will be beginning construction in Spring 2019 with completion in Fall 2020 and the Twelve Bridges High School Project will be completed in various increments beginning in Spring 2019 and will be completed by Fall 2021. The projects will require inspection services from Division of the State Architect (DSA) Inspector of Record (IOR) for the Scott Leaman Elementary School Project and an Assistant Inspector of Record (AIOR) for the Twelve Bridges High School Project to include, but not limited to, inspection of work in progress for compliance of approved plans and specifications, certification of work and materials, coordination of lab tests, and final certification of project with DSA. Walter May will serve as the IOR for the Scott Leaman Project and AIOR for the Twelve Bridges High School Project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Project Inspector Services with Walter May for the Scott Leaman Elementary School and Twelve Bridges High School Projects.

PROPOSAL FOR PROJECT INSPECTOR SERVICES

Whereas, Walter May (The Consultant) is an independent consultant engaged in the business of providing Project Inspector Consulting Services.

Project Inspection services will be provided to Western Placer Unified School District (Client) for the Scott Leaman Elementary School project, DSA # 02-117173 and Assistant Inspector Services for the Twelve Bridges High School Increment 1 project, DSA # 02-116896.

AGREEMENT AND CONTRACT DUTIES:

1. Consultant agrees to provide continuous Project Inspector / quality control consulting services of work for compliance with approved contract documents. Consultant duties are as outlined in Title 24 California Building Code, and as required by current regulations of the California Division of the State Architect.
2. Represent the Client under the guidance of the design professional in charge of the Project.
3. Attend all planning, pre-construction conference, project meetings, or meetings as required by the Client.
4. Review project manual and specifications for project inspection requirements and project compliance. Review submittals and materials for project compliance. Review installation of all materials for compliance to contract documents. Assist with scheduling of all Special Inspections performed by the Districts contracted Testing Lab as required by the Testing and Inspections Sheet and as outlined in the Project Specifications. Monitor the special inspector and log all testing. Provide all close-out documentation in order to facilitate the timely certification of the project, including all Verified Reports and Testing Documentation.
5. Consultant shall defend and hold harmless client against any losses, liabilities, damages, injuries, claims, costs, or expenses arising out of, or connected with the provisions of this agreement and the contract documents.
6. The Agreement shall begin on _____ and be retroactive to the first day of consultant's work, and remain in effect (full time) continuously, approximately a twelve (12) month project ending on _____, unless terminated in writing. The project location and Client for this work is at **Various Sites**. This agreement shall be assignable to other schools, as agreed to by both the Consultant and School District in writing.
7. School District agrees to pay Consultant the cost of project services billed at the rate of **\$80.00** per hour for **Class 1** project inspection services, and as agreed upon in writing for Class 2, 3, or assistant positions. School District shall pay consultant once per month and upon 30 days of receiving invoice from consultant. Consultant shall provide all necessary cell phones, laptop computers, digital cameras, and equipment necessary to maintain proper documentation and administrative functions throughout the duration of the project.

8. Consultant shall provide to the Client each month all project documentation in a professional format, including daily reports, semi-monthly reports, digital photographs, and other documentation relevant to the project.
9. Consultant shall bill at 40 hours per week maximum. Overtime is excluded unless there is prior written consent. Hours billed for services shall include only hours worked in support of the project and as approved by the District. Consultant Inspection Services are intended to be a contract for full time work for the contract duration.

GENERAL PROVISIONS OF THIS CONTRACT

Inspector agrees to turn over to Client all of the Inspector's records compiled with respect to a particular project upon completion of that project.

Right to Terminate: Either the Client or Inspection Consultant shall have the right, for either party's convenience and with or without cause, upon thirty (30) days written notice to the other party, to cancel this Agreement and terminate the obligations hereunder as provided in this agreement. Inspection Consultant shall render no services and shall incur no Reimbursable Expenses after receipt of such notice without the express written approval of Client. Inspection Consultants shall act in such a manner as to facilitate any new Inspection Consultants' assumption of its duties. If for any reason Inspector is terminated, Inspector Agrees to turn over to Client, Onsite Office, all of the Inspector's records, form 6 and semi-monthly, compiled with respect to a particular project within thirty (30) days of termination and all moneys due to inspector will be held until such records are received.

Walter May
Class 1 DSA # 466

Walter May
215 Reamer Street
Auburn, CA 95603

530 308-1636

waltnay@wavecable.com

**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:

Ratification of Agreement for Construction Contract
Inspection Services with John Millen for the Glen
Edwards Middle School Additions and Modernization
Phase I and Phase II Projects

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure N Bond Funds

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Glen Edwards Middle School Additions and Modernization Project Phase I began construction in Spring 2018 and will be completed by Fall 2019. Phase II will begin construction in Spring 2019 and will be completed by Fall 2020. The projects will require continuous inspection services from Division of the State Architect (DSA) Inspector of Record (IOR) to include, but not limited to, inspection of work in progress for compliance of approved plans and specifications, certification of work and materials, coordination of lab tests, and final certification of project with DSA. John Millen will serve as the IOR for the completion of Phase I and for the full duration of the Phase II Project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Construction Contract Inspection Services with John Millen for the Glen Edwards Middle School Additions and Modernization Phase I and Phase II Projects.

AGREEMENT FOR CONSTRUCTION CONTRACT INSPECTION SERVICES

This Agreement for Construction Contract Inspection Services ("Agreement") is made and entered effective March 1, 2019 by and between the Western Placer Unified School District ("District") and John Millen ("Inspector"), with respect to the following recitals:

A. District is a school district organized and existing under the laws of the State of California. District is engaged in the construction of Glenn Edwards Middle School Phase 1 and Phase 2 projects ("the Projects"), which requires ongoing inspection.

B. Inspector is an independent contractor competent to perform the construction contract inspection services contemplated by this Agreement. Inspector represents and covenants that Inspector is familiar with all requirements of law to serve as an Inspector of Record (Project Inspector) and has or can obtain the approval of the California Division of the State Architect ("DSA") to perform the construction contract inspection services contemplated by this Agreement prior to commencing services under this Agreement.

C. District desires to retain Inspector and Inspector desires to perform work for District on the terms and conditions set forth in this Agreement.

The Parties therefore agree as follows:

1. **Inspection Services.** Inspector agrees to provide the services described in this Agreement in a professional and competent manner and in accordance with the terms of this Agreement.

2. **Term of Agreement and Payment.** The term of this Agreement shall be until completion of the projects. The Inspector shall record all hours worked in a daily log which shall be submitted to the District monthly. Inspector shall submit invoices on the last working day of each month to the District. The invoices must show the number of hours worked, the contract number, the project name and location. The District shall pay the Inspector the sum of \$80.00 per hour for all hours worked as compensation for inspection services.

3. **DSA Approval.** Inspector acknowledges that District is required to obtain the approval of DSA prior to using Inspector's services on the Project. Inspector agrees to do all acts necessary to timely obtain DSA approval.

4. **Duties and Conduct of the Inspector.** The Inspector shall provide competent, adequate, and continuous inspection of the Project during all stages of construction to ensure that the contractors, all agents, employees, subcontractors, materialmen and suppliers of the contractors and all persons performing work on the Project ("Contractor") are performing the work in accordance with the plans, specifications and other contract documents pertinent to the Project ("the Contract Documents"). The Inspector shall keep the Contractor informed during the work of the results of Inspector's inspections and shall safeguard the interest of the District in the construction of the Project. The Inspector shall perform the duties as required by the Division of

the State Architect (DSA).

5. **Insurance** – It is understood the inspector is an independent contractor and does not carry professional liability insurance. The owner agrees to "Hold Harmless" the inspector from any and all liability for loss and damages related to the performance of inspection services "except if such liability, loss, damage, or injury to persons, or property is caused by the negligence of the INSPECTOR. The INSPECTOR agrees to defend, indemnify and hold harmless, the owner, its trustees, officers, employees and agents, from liability, causes of action, damages, and/or expenses including reasonable attorney's fees and costs, arising out of or related to INSPECTOR'S performance under this agreement."

6. **Cancellation** – The District or the Inspector may cancel this agreement by upon giving 10 days written notice.

Western Placer Unified School District

Accepted by _____ Date _____

John Millen, IOR

Accepted by  Date 2-12-19

**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.

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

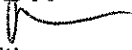
SUBJECT:

Ratification of Agreement for Special Inspection and Construction Materials Testing Services with Wallace Kuhl & Associates for the Scott Leaman Elementary School Project

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure N Bond Funds

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Scott Leaman Elementary School Project will begin construction in Spring 2019 and will be completed by Fall 2020. The project will require materials testing and special inspection services from a Division of the State Architect (DSA) approved testing laboratory to include, but not limited to, grading observation, concrete sampling and testing, soil compaction testing, structural steel strength testing and inspection, and welding inspections in compliance of approved plans and specifications and final certification of project with DSA.

Wallace Kuhl & Associates will be providing the materials testing and special inspections for the Scott Leaman Elementary School Project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Special Inspection and Construction Materials Testing Services with Wallace Kuhl & Associates for the Scott Leaman Elementary School Project.



CORPORATE OFFICE
3050 Industrial Boulevard
West Sacramento, CA 95691
916.377.1434 phone
916.377.2565 fax

STOCKTON OFFICE
3422 West Hammer Lane, Suite D
Stockton, CA 95219
209.234.7722 phone
209.234.7727 fax

February 8, 2019

DSA File No. 31-42
DSA App. No. 02-117173
LEA No. 116

Mr. Mike Adell
Western Placer Unified School District
Via email to: madell@wpusd.k12.ca.us

Special Inspection and Construction Materials Testing Services Proposal
SCOTT LEAMAN ELEMENTARY SCHOOL
Caledon Circle and Brentford Circle
Lincoln, California

Wallace-Kuhl and Associates (WKA) is pleased to submit this proposal to provide testing and inspection services during construction of the new Scott Leaman Elementary School. We understand the project consists of construction of a new campus with five single-story buildings and associated sitework, utilities and pavements. WKA prepared a *Geotechnical Engineering and Geologic Hazards Report* for this project (WKA No. 11661.01P, dated May 3, 2018).

Our budget estimate is based on review of the preliminary project documents and our experience with similar projects. We understand our scope of work would include special inspection and testing of earthwork, reinforced concrete, structural steel welding and bolting, masonry, manufactured wood products, and post-installed concrete anchors as required by the project documents, as well as preparation of the DSA-required written reports with our observations and test results.

We estimate that our fee for the special inspection and testing services required for this project would be approximately \$124,800. However, billing would be only for work performed and determined based on the attached 2019P Schedules of Fees. Please be aware that we bill for our hourly services on a portal-to-portal basis from our West Sacramento office.

A construction schedule was not available at the time this proposal was prepared. Therefore, the time required to perform our services was estimated based on the available information and on our experience with similar projects. Please refer to the attached Budget Estimate for the assumptions we made regarding the number of site visits and number of test samples required for our testing and inspections. The construction schedule and the contractor's efficiency directly affect the number of site visits - and the cost - required for our services. In addition, there are existing fill soils present at the site from previous earthwork that may require additional overexcavation and stabilization. Our representatives would work with the Project Inspector to perform our work in a timely and efficient manner.

SCOTT LEAMAN ELEMENTARY SCHOOL

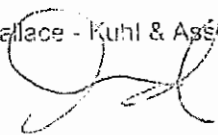
February 8, 2019

To assure that all parties fully understand the limitations of our role in your project, we emphasize that our representative will not act as supervisor of construction, nor will they direct construction operations. The various sub-contractors should be informed that neither the presence of our representatives nor the testing by our firm shall excuse them from defects discovered in their work. Job and site safety of the contractor's personnel will be the sole responsibility of the contractor.

Our standard agreement for this work is attached to this proposal. If this proposal is acceptable, please sign the agreement and return it to us as our written authorization to proceed. We will return a fully executed copy of the agreement to you for your files.

Thanks for the opportunity to submit this proposal and please contact me with any questions.

Wallace - Kuhl & Associates



David A. Redford, PE
Senior Engineer

Attachments: Budget Estimate
Construction Testing Agreement
Schedule of Fees 2019P



Budget Estimate
SCOTT LEAMAN ELEMENTARY SCHOOL
 Lincoln, California
 Page 1

	Unit	Cost (\$) Per Unit	Estimated Days	Estimated Quantity	Total
SOILS TESTING AND INSPECTION					
Grading Inspection/Testing	hour	\$ 110.00	10	4	\$ 4,400.00
Soil Treatment Testing/Observation	hour	\$ 110.00			\$ -
Building Pad Special Inspection/Testing	hour	\$ 110.00	10	6	\$ 6,600.00
Shallow Foundation Inspection	hour	\$ 110.00	10	3	\$ 3,300.00
Utility Trench Backfill Testing	hour	\$ 110.00	30	4	\$ 13,200.00
Flatwork Subgrade Inspection/Testing	hour	\$ 110.00	15	4	\$ 6,600.00
Flatwork Aggregate Base Inspection/Testing	hour	\$ 110.00	12	3	\$ 3,960.00
Pavement Subgrade Inspection/Testing	hour	\$ 110.00	8	4	\$ 3,520.00
Pavement Aggregate Base Inspection/Testing	hour	\$ 110.00	6	3	\$ 1,980.00
Asphalt Concrete Inspection/Testing	hour	\$ 110.00			\$ -
Structure Backfill Inspection/Testing	hour	\$ 110.00	4	4	\$ 1,760.00
Laboratory Testing					
ASTM D1557 Curve	each	\$ 250.00	1	4	\$ 1,000.00
PROJECT ADMINISTRATION, REVIEW & REPORTS					
Project Related Meetings	hour	\$ 105.00			\$ -
Supervising Technician	hour	\$ 105.00	5	1	\$ 525.00
Senior Engineer	hour	\$ 180.00	5	2	\$ 1,800.00
Mileage	Mile	\$ 0.75	100	70	\$ 5,250.00
SOILS TOTAL					\$ 53,895.00
CONCRETE TESTING AND INSPECTION					
Concrete Mix Design Review by Senior Engineer	each	\$ 180.00	3	1	\$ 540.00
Reinforcing Steel Sampling and Tagging	hour	\$ 105.00	12	4	\$ 5,040.00
Batch Plant Inspection	hour	\$ 105.00	26	2	\$ 5,460.00
Concrete Placement T&I					
Continuous and Spread Footings	hour	\$ 105.00	8	6	\$ 5,040.00
Slab-on-Grade	hour	\$ 105.00	8	6	\$ 5,040.00
Panels	hour	\$ 105.00			\$ -
Slab-on-Deck	hour	\$ 105.00			\$ -
Miscellaneous	hour	\$ 105.00	15	4	\$ 6,300.00
Retrieve Test Samples	hour	\$ 105.00	26	1.5	\$ 4,095.00
Laboratory Testing					
Concrete Test Cylinders - 40 sets of 4	each	\$ 25.00		160	\$ 4,000.00
Reinforcing Steel Tensile Testing	each	\$ 80.00		40	\$ 3,200.00
Reinforcing Steel Bend Testing	each	\$ 40.00		40	\$ 1,600.00
CONCRETE TOTAL					\$ 40,315.00
POST-INSTALLED CONCRETE ANCHORS TESTING AND INSPECTION					
Concrete Anchor Installation Inspection	hour	\$ 105.00			\$ -
Concrete Anchor Proof Load Testing	hour	\$ 135.00	5	3	\$ 2,025.00
Concrete Anchor Torque Testing	hour	\$ 11.00	5	3	\$ 165.00
ANCHOR TOTAL					\$ 2,190.00
WOOD PRODUCTS TESTING AND INSPECTION					
Wood Products T&I					\$ 4,500.00
WOOD PRODUCTS TOTAL					\$ 4,500.00

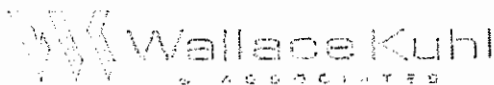
Budget Estimate
SCOTT LEAMAN ELEMENTARY SCHOOL
 Lincoln, California
 Page 2

	Unit	Cost (\$) Per Unit	Estimated Days	Estimated Quantity	Total
MASONRY TESTING AND INSPECTION					
Masonry Inspection - DSA Periodic	hour	\$ 115.00	6	6	\$ 4,140.00
Retrieve Test Samples	hour	\$ 105.00	6	1.5	\$ 945.00
DSA Masonry Coring	hour	\$ 135.00	2	4	\$ 1,080.00
Laboratory Testing					
Grout Test Cylinders - 4 sets of 4	each	\$ 40.00	5	3	\$ 120.00
Mortar Test Cylinders - 4 sets of 4	each	\$ 35.00	3	3	\$ 105.00
CMU Compression Testing - 1 set of 3	each	\$ 75.00	2	3	\$ 225.00
CMU Moisture/Absorption	each	\$ 75.00	2	3	\$ 225.00
CMU Core Testing	each	\$ 85.00		2	\$ 170.00
MASONRY TOTAL					\$ 7,010.00
STRUCTURAL STEEL TESTING AND INSPECTION					
Shop Welding Inspection - assuming local fabricator	hour	\$ 110.00	10	3	\$ 3,300.00
Out-of-Area Shop Welding Inspection	hour	\$ 110.00			\$ -
Field Welding Inspection	hour	\$ 110.00	6	4	\$ 2,640.00
High Strength Bolting T&I	hour	\$ 110.00			\$ -
Non-Destructive Testing - UT/MT/PT	hour	\$ 120.00			\$ -
Laboratory Testing					
High Strength Bolt Testing - 2 sets	set	\$ 330.00			\$ -
STRUCTURAL STEEL TOTAL					\$ 5,940.00
PROJECT ADMINISTRATION, REVIEW & REPORTS					
Project Administration	hour	\$ 105.00	20	1	\$ 2,100.00
Senior Engineer - Report Review / DSA Documentation	hour	\$ 180.00	10	2	\$ 3,600.00
Mileage	Mile	\$ 0.75	100	70	\$ 5,250.00
PROJECT ADMINISTRATION TOTAL					\$ 10,950.00
PROJECT TOTAL					\$124,800.00

BUDGET ASSUMPTIONS:

We assume a local structural steel fabricator will be used within 50 miles of our West Sacramento or Stockton facility
 We assume a local rebar supplier will be used within 50 miles of our West Sacramento or Stockton facility.





CONSTRUCTION TESTING AGREEMENT

SCOTT LEAMAN ELEMENTARY SCHOOL
Lincoln, California

WESTERN PLACER USD ("CLIENT") and River City Geoprosessionals, Inc. dba WALLACE - KUHL & ASSOCIATES ("WKA") agree:

1. **PROFESSIONAL SERVICES.** WKA will perform professional services and will receive compensation pursuant to the terms and conditions of the attached proposal letter dated February 8, 2019, which is incorporated herein by reference. In performing professional services, WKA shall use that degree of care and skill ordinarily exercised, under similar circumstances, by reputable members of the engineering profession practicing under similar conditions at the same time and in the same or similar locality. CLIENT understands and acknowledges the inherent risks connected with construction and agrees that no warranty, either express or implied, is included in this Agreement or in any drawing, specification, report or opinion produced pursuant to this Agreement.

2. **PAYMENT.** WKA will submit invoices for services rendered on a periodic basis, provided, however, said invoices shall not be submitted more frequently than once every 30 days. Invoices shall be due upon receipt, but shall not be considered delinquent if paid on or before the expiration of 30 days from date of mailing. If payment is not so made, a late payment charge shall be due on the invoice amount at the rate of one and one-half percent (1½%) per month on the unpaid balance from the date of the invoice until paid. In the event of delinquency, CLIENT shall pay the actual cost of collection including, without limitation, reasonable attorneys' fees. If the CLIENT is an LLC or LLP, then the individual signing the contract on behalf of the CLIENT shall be personally responsible for payment of all invoices.

3. **JOB SITE.** WKA will not act as supervisor of construction operations, nor will WKA direct or exert any control over such operations. The construction contractor(s) shall be informed that neither the presence of WKA on the job site, nor the testing by WKA shall excuse the contractor(s) for defects in any contractor's work or any contractor's non-compliance with the project plans, specifications or applicable laws, ordinances, regulations or standards, whether such defect or non-compliance is discovered during or after construction. CLIENT agrees that the construction contractor(s) will be required by CLIENT to assume sole and complete responsibility for job conditions during construction, including safety of persons and property.

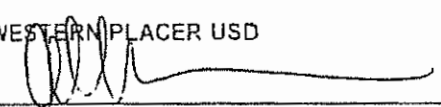
4. **REPORTS.** Reports, plans and other work prepared by WKA remain the property of WKA. CLIENT agrees that all reports and other work furnished to the CLIENT and his agents not paid for will be returned upon demand, and will not be used for licensing, permits, design and/or construction.

5. **LIABILITY.** CLIENT agrees to indemnify and hold WKA harmless from any and all liability in connection with the performance of work during construction of this project, except liability arising directly from the gross negligence or willful misconduct of WKA. WKA carries workers' compensation insurance and public liability insurance for bodily injury and property damage that may be suffered by third parties and members of the public who are not covered by the limitation of liability set forth below in Paragraph 6. Certificates of coverage will be furnished to CLIENT upon written request. WKA assumes the risk of damage caused by its personnel to its supplies and equipment. In the event CLIENT desires greater insurance coverage and directs WKA to take out additional insurance, WKA shall procure and maintain additional insurance, if procurable, at CLIENT's expense; provided, however, WKA shall not be responsible for property damage and bodily injury resulting from any cause, including fire and explosion, beyond the amount and coverage of WKA's insurance.

6. **LIMITATION OF LIABILITY.** WKA's liability for damages due to alleged negligent professional acts, errors and omissions will be limited to a sum not to exceed \$50,000 or WKA's total fee, whichever is greater. Notwithstanding any other provision herein to the contrary, WKA shall not be responsible or hold liable for any special, indirect or consequential damages resulting in any way from WKA's performance under this Agreement.

7. **GOVERNING LAW; DISPUTES** This Agreement shall be governed by the laws of the State of California. Should either party hereto bring suit in court to enforce any term of this Agreement, it is agreed that each party shall pay their own legal costs, expenses and attorneys' fees.

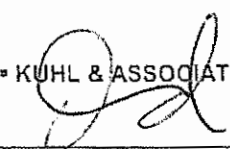
WESTERN PLACER USD


Signature _____
Audrey Laporte Asst Supt of Business Svcs and Operations

Name printed or typed _____ Title _____

Date 2/11/19
Company Address 600 Sixth Street Suite 400
Lincoln CA 95648

WALLACE - KUHL & ASSOCIATES


Signature _____
David A. Redford, Senior Engineer

Name Title CA Registered CE No. 51122, expires 9-30-19

February 8, 2019
Date

**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:

Ratification of Agreement for Materials Testing and Special Inspections with Blackburn Consulting for the Twelve Bridges High School Project

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure A Bond Fund

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Twelve Bridges High School Project will be completed in various increments beginning in Spring 2019 and will be completed by Fall 2021. The project will require materials testing and special inspection services from a Division of the State Architect (DSA) approved testing laboratory to include, but not limited to, grading observation, concrete sampling and testing, soil compaction testing, structural steel strength testing and inspection, and welding inspections in compliance of approved plans and specifications and final certification of project with DSA.

Blackburn Consulting will be providing the materials testing and special inspections for the Twelve Bridges High School Project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Materials Testing and Special Inspections with Blackburn Consulting for the Twelve Bridges High School Project.

West Sacramento Office:
2491 Boatman Ave. ▪ West Sacramento, CA 95691
(916) 375-8706 ▪ Fax (916) 375-8709



Main Auburn Office: (530) 887-1494
Fresno Office: (559) 438-8411

Geotechnical ▪ Geo-Environmental ▪ Construction Services ▪ Forensics

File No. 526.X
January 23, 2019

Michael Adell
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648

Subject: PROPOSAL FOR MATERIALS TESTING AND SPECIAL INSPECTION
Twelve Bridges High School – Increments 1-3
Lincoln, California

Dear Mr. Adell:

Blackburn Consulting (BCI) prepared this proposal at your request for the Twelve Bridges High School – Increment 1,2, & 3 Projects in Lincoln, California. This proposal includes Basis of Proposal, Scope of Services, and Fee Estimate.

BASIS OF PROPOSAL

We based our scope of services and fee estimate on the bid set Project Plans and Specifications dated October 2018 designed by HMC Architects, the City of Lincoln Construction Specifications, and our experience on similar projects. Our scope and fee assume that the increments are constructed concurrently.

SCOPE OF SERVICES

BCI proposes the following scope of services for materials testing and special inspection:

Site Grading

- Full time observation of site grading using 12" minus rocky fill.

Site Paving

- Concrete sampling, slump tests, and compressive strength tests at a frequency of one set for every 50 cubic yards for Type 4 and Type 5 paving.
- Perform compaction testing of aggregate base prior to paving. We assumed that subgrade will be untestable rock fill.
- Perform compaction testing and observation during placement of Type 1, 2, 3, and 6 paving.



Offsite Improvements

- Perform compaction testing of subgrade and aggregate base for sidewalk and ADA ramps according to City of Lincoln Construction Standards.
- Perform compaction testing of trench backfill at utility tie-in locations.

Underground Utilities

- Full time observation of underground utility backfill using 6" minus rocky fill.
- Concrete sampling, slump tests, and compressive strength tests at a frequency of one set for every 50 cubic yards for storm drain outfall structures.

Miscellaneous Concrete

- Concrete sampling, slump tests, and compressive strength tests at a frequency of one set for every 50 cubic yards for Amphitheatre stairs, entry stairs, seat walls, fence posts, flag pole, backstops and batting cages.

Structures (Trash Enclosure, Buildings A, B, C, D, E1, E2, Bleachers)

- Concrete sampling, slump and temperature tests, and compressive strength tests at a frequency of one set for every 50 cubic yards.
- Special inspection of structural steel at the fabrication facility. We assume that the fabricator will be located within 75 miles of our West Sacramento office. We assume that fabrication of the bleachers will occur at Southern Bleacher Company's facility in Graham, Texas.
- Continuous DSA masonry special inspection during block placement.
 - Sampling and testing of masonry grout, mortar, and block.
- Structural welding inspection.
- Special inspection of wedge anchors and post-installed anchors.
- Special inspection of high strength bolts.
- Footing excavation observation.

Materials testing, special inspection, and welding inspection will be performed by certified inspectors and testers. BCI will prepare and submit Daily Field Reports and Laboratory Test Reports to Western Placer Unified School District summarizing our field activities and test results. BCI will prepare DSA 291 and 293 Interim and Final Verified Reports as required for the project.

FEE ESTIMATE

We estimate a fee of \$568,454 to provide the materials testing scope of services described above. An itemization of our fee estimate is attached. Our estimate is based on limited information, and depends greatly on factors unknown now, such as potential changes to the Plans and Specifications, the contractor's schedule, re-testing, engineering involvement, etc. Our experience shows that our fee could be up to 15% more or less than our estimate. We will notify you in a timely manner if we anticipate exceeding our estimate.



AGREEMENT

If this proposal is acceptable, please review and sign the attached agreement as our authorization to proceed.

Thank you for including Blackburn Consulting on your project team. We look forward to working with you. Please let us know if you have questions or need more information.

Sincerely,

BLACKBURN CONSULTING

Reviewed by:

A handwritten signature in black ink, appearing to read 'Bryce W. Moore'.

Bryce W. Moore
Field Services Manager

A handwritten signature in black ink, appearing to read 'David J. Morrell'.

David J. Morrell, P.E., G.E.
Senior Project Manager

Attached: Fee Estimate Itemization
 Agreement

West Sacramento Office:
 2491 Boatman Ave • West Sacramento, CA 95691
 (916) 375-8706 • Fax: (916) 375-8709



Auburn Office: (530) 887-1494
 Fresno Office: (559) 438-8411

Fee Itemization for Materials Testing & Special Inspection
12 Bridges High School - Increment 1, 2, & 3
 Western Placer Unified School District
 Lincoln, CA

January 23, 2019

BCI File No.526.X

Task	Item	Quantity	Rate	Unit	Mult.	Item cost	Task Subtotal
<u>Site Grading</u>	Sr. Project Manager	5	\$215	hour	1	\$1,075	
Mass Grading	Field Services Manager	10	\$145	hour	1	\$1,450	
Performance Specification	Grp 3 - Prevailing Wage	272	\$148	hour	1	\$40,256	
	Grp 3 - Prevailing Wage OT	68	\$168	hour	2	\$22,848	
	Mileage	2380	\$0.85	mile	1	\$2,023	
							<u>\$67,652</u>
<u>Site Paving</u>	Sr. Project Manager	6	\$215	hour	1	\$1,290	
Concrete, AC, Subgrade, Agg	Field Services Manager	12	\$145	hour	1	\$1,740	
Base	Grp 3 - Prevailing Wage	214	\$148	hour	1	\$31,672	
Type 1 through 6 paving	Nuclear Density Tests	290	\$17	test	1	\$4,930	
	Concrete Cylinders	124	\$39	test	1	\$4,836	
	Concrete Cylinder Pickup	17	\$148	hour	1	\$2,516	
	Mileage	4130	\$0.85	mile	1	\$3,511	
							<u>\$50,495</u>
<u>Offsite Improvements</u>	Sr. Project Manager	1	\$215	hour	1	\$215	
Subgrade, Agg Base, Utility	Field Services Manager	3	\$145	hour	1	\$435	
Tie-Ins	Grp 3 - Prevailing Wage	48	\$148	hour	1	\$7,104	
	Nuclear Density Tests	54	\$17	test	1	\$918	
	Mileage	840	\$0.85	mile	1	\$714	
							<u>\$9,386</u>
<u>Underground Utilities</u>	Sr. Project Manager	8	\$215	hour	1	\$1,720	
Storm Drain, Sewer, Water, Dry	Field Services Manager	15	\$145	hour	1	\$2,175	
Utilities, Drainage Facilities	Grp 3 - Prevailing Wage	390	\$148	hour	1	\$57,720	
	Concrete Cylinders	24	\$39	test	1	\$936	
	Concrete Cylinder Pickup	8	\$148	hour	1	\$1,184	
	Mileage	4550	\$0.85	mile	1	\$3,868	
							<u>\$67,603</u>
<u>Misc. Concrete</u>	Sr. Project Manager	3	\$215	hour	1	\$645	
Amphitheater Stairs, Entry Stairs,	Field Services Manager	6	\$145	hour	1	\$870	
Seat Walls, Fence Posts,	Grp 3 - Prevailing Wage	50	\$148	hour	1	\$7,400	
Flag Pole, Batting Cage,	Concrete Cylinders	100	\$39	test	1	\$3,900	
Backstops	Concrete Cylinder Pickup	25	\$148	hour	1	\$3,700	
	Mileage	3500	\$0.85	mile	1	\$2,975	
							<u>\$19,490</u>

West Sacramento Office:
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(916) 375-8706 • Fax: (916) 375-8709



Auburn Office: (530) 887-1494
Fresno Office: (559) 438-8411

Fee Itemization for Materials Testing & Special Inspection
12 Bridges High School - Increment 1, 2, & 3
Western Placer Unified School District
Lincoln, CA

January 23, 2019

BCI File No.526.X

Task	Item	Quantity	Rate	Unit	Mult.	Item cost	Task Subtotal
<u>Structures</u>	Sr. Project Manager	29	\$215	hour	1	\$6,235	
Subgrade, Concrete, Structural	Field Services Manager	59	\$145	hour	1	\$8,555	
Steel, Welding, Anchor Bolts,	Grp 3 - Prevailing Wage	238	\$148	hour	1	\$35,224	
High Strength Bolts, Masonry	Grp 2 - Special Inspector	1104	\$165	hour	1	\$182,160	
	Concrete Cylinders	216	\$39	test	1	\$8,424	
	Concrete/Masonry Pickup	61	\$148	hour	1	\$9,028	
	Grout and Mortar Strength	18	\$57	test	1	\$1,026	
	Masonry Block Strength	3	\$50	test	1.15	\$173	
	Masonry Prism Strength	3	\$175	test	1.15	\$604	
	Mileage	19320	\$0.85	mile	1	\$16,422	
							<u>\$267,850</u>
<u>Bleachers (Increment 3)</u>	Sr. Project Manager	3	\$215	hour	1	\$645	
Subgrade, Concrete, Structural	Field Services Manager	6	\$145	hour	1	\$870	
Steel, Welding, Anchor Bolts,	Grp 3 - Prevailing Wage	24	\$148	hour	1	\$3,552	
High Strength Bolts	Grp 2 - Special Inspector	144	\$165	hour	1	\$23,760	
	Concrete Cylinders	24	\$39	test	1	\$936	
	Concrete Cylinder Pickup	6	\$148	hour	1	\$888	
	Mileage	2100	\$0.85	mile	1	\$1,785	
							<u>\$32,436</u>
<u>DSA Verified Reports</u>	Principal	13	\$245	hour	1	\$3,185	
DSA 291 and 293 Interim	Sr. Project Manager	26	\$215	hour	1	\$5,590	
and Final Verified Reports	Field Services Manager	52	\$145	hour	1	\$7,540	
							<u>\$16,315</u>
<u>Laboratory Testing</u>	Sieve analysis	10	\$190	test	1	\$1,900	
Soil, Agg. Base, HMA, HMA Agg.	Expansion Index	5	\$273	test	1	\$1,365	
	Plasticity Index	5	\$273	test	1	\$1,365	
	R-Value	2	\$368	test	1	\$736	
	Modified Proctor	20	\$340	test	1	\$6,800	
	LTMD (CT304)	4	\$412	test	1	\$1,648	
	Rebar Tensile/Bend	64	\$115	test	1.15	\$8,464	
	High Strength Bolts	38	\$300	test	1.15	\$13,110	
	Threaded Anchors	20	\$80	test	1.15	\$1,840	
							<u>\$37,228</u>

Total Fee Estimate

\$568,454



11521 Blocker Drive, Suite 110, Auburn, CA 95603
Phone: 530-887-1494, Fax: 530-887-1495

AGREEMENT

Sign and Return

Geotechnical Engineering

"We", "Us" and "Our" means Blackburn Consulting (BCI).
"You" and "Your" means Western Placer Unified School District and your successors or assigns. **You** and **Us** will be jointly referred to as **"we"**, or **"us"**. This agreement pertains to BCI file 526.7 Twelve Bridges High School Increments 1, 2 & 3.

SERVICES

We will provide the Materials Testing and Special Inspection Services listed under "Scope of Services" in accordance with the standard care providing similar services under similar conditions. We do not warrant or guarantee Our Services. We are not responsible for other parties' interpretations or use of information we develop.

SCOPE OF SERVICES

Materials Testing and Special Inspection Services in accordance with our proposal dated January 23, 2019 attached.

PAYMENT

You will pay our invoices upon receipt. At Our option, We may suspend or terminate this Agreement if payments are not made when due.

SUBSURFACE CONDITION

You will provide Us with all information You have, or can reasonably obtain, concerning the Project, including subsurface conditions and the location of subsurface or hidden pipes, utilities or structures. We will attempt to avoid damage to subsurface structures, but are not responsible for any damage to subsurface pipes, utilities or structures You have not disclosed to Us.

LIMITATIONS ON REMEDIES

The aggregate of Your remedy against us, our employees and/or subcontractors for damages, claims, demands and actions arising from our Services or from this Agreement is limited to the greater of our total fee or \$1,000,000.00. In exchange for a 20% increase to our fees, You can increase this aggregate limit to the available proceeds of our applicable insurance, up to \$2MM. To request an increase to the aggregate limit, check the box below. Neither of us will be liable to the other for consequential damages.

☐ Raise remedy to \$2MM in exchange for 20% fee increase.

INDEMNIFICATION

You agree to indemnify us for all remedies arising from any parties or third parties in excess of the limits chosen above.

INSURANCE

We will maintain claims made professional liability insurance, general liability, and automobile liability insurance. You have, or will purchase, property insurance sufficient to protect any property in which You have an insurable interest. We waive any claims against each other for damage to property covered, or that should have been covered by property insurance required by this paragraph, including subrogated claims.

MEDIATION

Prior to any litigation, arbitration or other proceeding, we will attempt to mediate any dispute between us. The American Arbitration Association will conduct the mediation, unless we otherwise agree. We will equally share all mediation costs.

TERMINATION

Either of us may terminate this Agreement for convenience or cause by giving fourteen days written notice. Prior to termination, You shall pay Us for any outstanding services.

FULL AND FINAL AGREEMENT

This Agreement is the full and final agreement between us, supersedes any prior agreements, and may not be modified except by a writing executed by both of us.

CONSTRUCTION MONITORING

You understand that our geotechnical report is preliminary. Our firm must monitor construction to review our assumptions in the geotechnical report and make changes where necessary. If you or another party hire another firm to monitor construction, BCI will not be responsible for any other parties' interpretation of Our Report.

TIME BAR TO LEGAL ACTION

All legal actions by either party against the other in any way connected with this Agreement shall be barred after 5 years from the date of Our substantial completion.

BIOLOGICAL POLLUTANTS

Our scope does not include investigation or detection of any Biological Pollutants in or around any structure. You agree that We have no liability for any claim regarding bodily injury or property damage alleged or actual, caused by any Biological Pollutants in or around any structure. In addition, You will defend, indemnify, and hold Us harmless from any 3rd party claim for damages alleged or actual, caused by any Biological Pollutants in or around any structure, except for damages caused by Our sole negligence. "Biological Pollutants" includes molds, fungi, spores, bacteria, and viruses, and the byproducts of any such biological organisms.

CLIENT: Western Placer Unified School District
Signature:
Print Name/Title: Asst Supt of Business Svs and Operations
Date: 8/1/19

BLACKBURN CONSULTING
Signature:
Print Name/Title: Robert Lokteff PE, GE2589, Vice President
Date: January 23, 2019

**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:

Ratification of Streambed Alteration Agreement with California Department of Fish and Wildlife for the Twelve Bridges High School Project

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure A Bond Funds

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The District is currently working through the process of attaining a Section 404 permit with the United States Army Corps of Engineers (USACE) for the Twelve Bridges High School Project to fill waters of the United States including vernal pools, wetlands, wetland swales, and other aquatic features and habitat. Included in the permit process is consultation with the California Department of Fish and Wildlife (CDFW) to provide a determination if the project could substantially adversely affect existing fish or wildlife resources. CDFW concluded the project could adversely affect fish and wildlife resources and the Agreement includes necessary measures to protect those resources.

District staff has concluded negotiations with CDFW regarding specific terms, conditions, and measures in the Agreement as presented.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Streambed Alteration Agreement with California Department of Fish and Wildlife for the Twelve Bridges High School Project.

CALIFORNIA DEPARTMENT OF FISH AND WILDLIFE
NORTH CENTRAL REGION
1701 NIMBUS ROAD, SUITE A
RANCHO CORDOVA, CA 95670



STREAMBED ALTERATION AGREEMENT
NOTIFICATION No. 1600-2018-0205-R2
ORCHARD CREEK

WESTERN PLACER UNIFIED SCHOOL DISTRICT
TWELVE BRIDGES HIGH SCHOOL

This Streambed Alteration Agreement (Agreement) is entered into between the California Department of Fish and Wildlife (CDFW) and Western Placer Unified School District (Permittee).

RECITALS

WHEREAS, pursuant to Fish and Game Code section 1602, Permittee notified CDFW on February 12, 2018 that Permittee intends to complete the Project described herein.

WHEREAS, pursuant to Fish and Game Code section 1603, CDFW has determined that the Project could substantially adversely affect existing fish or wildlife resources and has included measures in this Agreement necessary to protect those resources.

WHEREAS, Permittee has reviewed this Agreement and accepts its terms and conditions, including the measures to protect fish and wildlife resources.

NOW THEREFORE, Permittee agrees to complete the Project in accordance with this Agreement.

PROJECT LOCATION

The Project is north of Orchard Creek, east of State Route 65, and immediately south of Twelve Bridges Drive in Placer County, California (**Exhibit A**). Latitude 38.849194°, longitude -121.292818°. Assessor parcel numbers 329-020-043-000, 329-020-041-000, and 329-020-020-000.

PROJECT DESCRIPTION

The Project is limited to the construction of a high school in the City of Lincoln, which includes seven buildings, four baseball/softball fields, one football/track field, three new parking lots, and an extension of the existing City library parking lot.

The Project will encompass approximately 56 acres and include mass grading of existing aquatic features throughout the site (**Exhibit B**); connecting piping to the existing 18-inch drainage system and install it under the future sports fields to connect

to a 30-inch outfall structure on the west side; installation of a 24-inch metered outfall southwest of the detention basin; converting approximately 700 linear feet of drainage ditch to 30-inch pipe connecting the parking lots on the east side to the detention basin (**Exhibit C**); and the construction of a spillway from the existing detention basin (**Exhibit D**). The Project will also include the installation of a landscape border and fencing along the south side of the Project to protect Orchard Creek. The distance between the Project fence and Orchard Creek will range from 45 feet in the southeast corner to 475 feet in the southwest corner.

PROJECT IMPACTS

Existing fish or wildlife resources the Project could substantially adversely affect include: nesting and migratory birds, including burrowing owl (*Athene cunicularia*), Swainson's hawk (*Buteo swainsoni*), Tricolored blackbird (*Agelaius tricolor*), Cooper's hawk (*Accipiter cooperii*), grasshopper sparrow (*Ammodramus savannarum*), White-tailed kite (*Elanus leucurus*), merlin (*Falco columbarius*), loggerhead shrike (*Lanius ludovicianus*), long-billed curlew (*Numenius americanus*), Nuttall's woodpecker (*Picoides nuttallii*); reptiles including western pond turtle (*Actinemys marmorata*); amphibians including western spadefoot (*Spea hammondi*); plants including Ahart's dwarf rush (*Juncus leiospermus* var. *ahartii*), dwarf downingia (*Downingia pusilla*), and pincushion navarretia (*Navarretia myersii*); and other aquatic and terrestrial plant and wildlife species.

The adverse effects the Project could have on the fish or wildlife resources identified above include: loss of foraging, nesting, and shelter habitat; disruption to wildlife; disturbance of nesting due to increased human activity, noise, and vibrations; direct mortality or injury to individual plants and animals caused by construction activities; direct loss of resources for aquatic organisms; introduction of sedimentation or other pollutants into the watercourse; short-term release of contaminants (e.g., incidental from construction); increase of erosion during construction; disturbance from Project activities; and diversion of flow water from, or around, the Project site.

The Project will cause permanent impacts to a total of 0.745 acres of habitat associated with Project activities, including 0.420 acre of vernal pool, 0.320 acre of seasonal wetland, and 0.005 acre of ephemeral drainage.

MEASURES TO PROTECT FISH AND WILDLIFE RESOURCES

1. Administrative Measures

Permittee shall meet each administrative requirement described below.

- 1.1 Documentation at Project Site. Permittee shall make this Agreement, any extensions and amendments to this Agreement, and all related notification materials and California Environmental Quality Act (CEQA) documents, readily available at the Project site at all times and shall be presented to CDFW personnel, or personnel from another state, federal, or local agency upon request.

- 1.2 Providing Agreement to Persons at Project Site. Permittee shall provide copies of this Agreement and any extensions and amendments to this Agreement to all persons who will be working on at the Project site on behalf of Permittee, including but not limited to contractors, subcontractors, inspectors, and monitors.
- 1.3 Notification of Conflicting Provisions. Permittee shall notify CDFW if Permittee determines or learns that a provision in this Agreement might conflict with a provision imposed on the Project by another local, state, or federal agency. In that event, CDFW shall respond to the Permittee's notification to resolve any conflict.
- 1.4 Project Site Entry. Permittee agrees that CDFW personnel may enter the Project site at any time to verify compliance with this Agreement.
- 1.5 Notification of Project Modification. The Permittee agrees to notify CDFW of any modifications made to the Project plans submitted to CDFW.
- 1.6 Change of Conditions and Need to Cease Operations. If conditions arise, or change, in such a manner as to be considered deleterious to the stream or wildlife, the Permittee shall cease operations until corrective measures approved by CDFW are implemented.
- 1.7 Does Not Authorize "Take." This Agreement does not authorize "take" of any California Endangered Species Act (CESA) listed species. Take is defined in Fish and Game Code section 86, as hunt, pursue, catch, capture or kill or attempt to hunt, pursue, catch, capture, or kill. If there is potential for take of any listed species to occur, Permittee shall consult with CDFW as outlined in Fish and Game Code section 2050 et seq.

2. Avoidance and Minimization Measures

To avoid or minimize adverse impacts to fish and wildlife resources identified above, Permittee shall implement each measure listed below.

- 2.1 Work Period. Project activities covered under this Agreement shall be confined to the period between March 1 and October 31 of the same calendar year during the term of this Agreement. *Erosion control work is not confined to this time period.*
- 2.2 Work Period Modification. If the Permittee needs more time to complete the Project activity, the work may be permitted outside of the work period and extended on a day-to-day basis (or for some other set period of time) by a CDFW representative who reviewed the Project, or if unavailable, through contact with the Regional office (see Contact Information). The Permittee shall submit a written request for a work period variance to CDFW. The work period variance request shall: 1) describe the extent of work already completed; 2) detail the activities that remain to be completed; 3) detail the time required to complete each of the remaining activities; and 4) provide photographs of both the current work completed and the proposed site for continued work. Work period variances are issued at the

discretion of CDFW. CDFW will review the written request to work outside of the established work period. CDFW will have ten (10) calendar days to review the proposed work period variance. CDFW reserves the right to require additional measures to protect fish and wildlife resources as a condition for granting the variance.

- 2.3 Work Period in Low Rainfall / Dry Weather Only. The work period within the Project site shall be restricted to periods of low rainfall (less than ¼-inch per 24 hour period) and periods of dry weather (with less than a 20% chance of rain). Permittee shall monitor the National Weather Service (NWS) 72-hour forecast for the Project area. No ground-disturbing work shall occur during a dry-out period of 24 hours after the above referenced wet weather. Weather forecasts shall be provided upon request by the CDFW. *All erosion control measures shall be initiated prior to all storm events.*
- 2.4 Vegetation Removal. Disturbance or removal of vegetation shall be kept to the minimum necessary to complete Project related activities. Except for tree removal already described in the Notification, no native trees with a trunk diameter at breast height (DBH) in excess of four (4) inches shall be removed or damaged without prior consultation and approval of a CDFW representative. Where native trees or woody riparian vegetation split into several trunks close to ground level, the DBH shall be measured for each trunk and calculated as one tree. Vegetation marked for protection may only be trimmed with hand tools to the extent necessary to gain access to the work sites.

Biological Resources

- 2.5 Leave Wildlife Unharmd. If any wildlife is encountered during the course of construction, said wildlife shall be allowed to leave the construction area unharmed. If any listed wildlife is encountered, the Permittee shall contact CDFW immediately.
- 2.6 Designated Biologist. Prior to commencing Project activities, Permittee shall submit to CDFW in writing the name, qualifications, business address, and contact information for a biological monitor (Designated Biologist). Permittee shall obtain CDFW's written approval of the Designated Biologist prior to the commencement of Project activities. The Designated Biologist shall be knowledgeable and experienced in the biology and natural history of local fish and wildlife resources present at the Project site.
- 2.7 Designated Biologist Authority. The Designated Biologist shall have authority to immediately stop any activity that is not in compliance with this Agreement, and/or to order any reasonable measure to avoid or minimize impacts to fish and wildlife resources. Neither the Designated Biologist nor the CDFW shall be liable for any costs incurred as a result of compliance with this measure. This includes cease-work orders issued by the CDFW.

2.8 On-site Education. Permittee shall conduct an education program for all persons employed or otherwise working on the Project site prior to performing any work on-site. The program shall consist of a presentation from the Designated Biologist that includes a discussion of the biology of the habitats and species identified in this Agreement and present at this site. The Designated Biologist shall also include as part of the education program information about the distribution and habitat needs of any special status species that may be present, legal protections for those species, penalties for violations and Project-specific protective measures included in this Agreement. Interpretation shall be provided for non-English speaking workers, and the same instruction shall be provided for any new workers prior to their performing work on-site. Permittee shall prepare and distribute wallet-sized cards or a fact sheet that contains this information for workers to carry on-site. Upon completion of the education program, employees shall sign a form stating they attended the program and understand all protection measures. These forms shall be filed at the worksite offices and submitted as instructed in Contact Information section below. Email notification is preferred.

2.9 Special-Status Species encountered during work. If the Permittee encounters any special-status species during Project activities, work shall be suspended, CDFW notified, and conservation measures shall be developed in agreement with CDFW prior to re-initiating the activity. Work may not re-initiate until the Permittee has consulted with CDFW and can demonstrate compliance with CESA, as applicable.

2.10 Nesting Bird Survey. If Project-related activities are scheduled during the nesting season (typically February 1 to August 31), a focused survey for nests shall be conducted by the Designated Biologist within three (3) days prior to the beginning of Project-related activities. The Designated Biologist shall survey the area within a 500-foot radius around the Project area. Permittee shall submit the results of the survey to CDFW following survey completion. If an active nest is found, the Permittee shall consult with CDFW regarding appropriate action to comply with the Fish and Game Code. If a lapse in Project-related work of fifteen (15) days or longer occurs, another focused survey, and if required, consultation with CDFW will be required before Project work can be reinitiated.

It is the Permittee's responsibility to comply with Fish and Game Code Sections 3503, 3503.5, and 3513, regardless of the time of year. This Agreement does not authorize take of birds, their nests, or their eggs.

2.11 Invasive Species. Permittee shall conduct Project activities in a manner that prevents the introduction, transfer, and spread of aquatic, riparian, and terrestrial invasive species, including plants, animals, and microbes (e.g., algae, fungi, parasites, mussels, and bacteria), from one work site and/or water body to another. Prior to entering the Project area, Permittee shall inspect equipment for invasive species and, if any signs of invasive species are found, the equipment shall be cleaned to remove those species. All visible soil/mud, plant materials, and animal remnants on equipment will be removed prior to entering and exiting the Project site and/or between each use in different water bodies. Permittee shall notify

CDFW immediately if an invasive species not previously known to occur within the work site is discovered during work activities by contacting CDFW's Invasive Species Program by email at Invasives@wildlife.ca.gov.

- 2.12 Burrowing Owl. Within 14 days prior to commencing Project activities, the Designated Biologist shall survey the Project site for burrowing owl. If burrowing owl(s) and/or burrows that exhibit typical characteristics of owl activity such as whitewash, pellets, feathers, animal dung, etc. are found on or near the Project site, Permittee shall prepare a plan to avoid impacts to the owl(s) and submit it to CDFW for review and approval prior to commencing Project activities.
- 2.13 Western Pond Turtle. Prior to starting Project activities, the Designated Biologist shall survey the site for western pond turtle (*Actinemys marmorata*). If individuals are found in the area prior to construction, they shall be relocated to a suitable habitat area outside of the construction site by a Designated Biologist with the appropriate permit(s) for handling western pond turtles. The results of the survey shall be sent to CDFW within one week following survey completion. If western pond turtle is present or may be reasonably presumed to be present during construction activities, the Designated Biologist shall provide Permittee a list of exclusion measures that construction staff shall use to minimize risk of take or injury to any individual animals in the vicinity of the Project site. Permittee shall ensure that these exclusion measures are in place prior to construction.
- 2.14 Western Spadefoot. Prior to starting Project activities, the Designated Biologist shall conduct pre-commencement surveys for western spadefoot. The survey results shall be sent to CDFW within one week following survey completion. If spadefoot adults or toadlets are found on-site or nearby, they shall be relocated to a suitable habitat area outside of the Project site by a Designated Biologist with the appropriate permit(s) for handling spadefoots. If spadefoot tadpoles or egg masses are found on-site or nearby, they shall be either relocated to a suitable habitat area outside of the Project site by a Designated Biologist with the appropriate permit(s) for handling spadefoots or (if possible) avoided and monitored regularly during construction. If relocation or avoidance as described above is not possible then the Permittee shall contact CDFW to determine appropriate avoidance or mitigation measures.
- 2.15 American Badger. Permittee shall retain a qualified biologist to conduct a preconstruction American badger survey within 48 hours of the initiation of construction activity within suitable habitat for American badger. If no American badger individuals and/or burrows are found during the preconstruction survey, the biologist shall document the findings in a letter report to CDFW, and no further mitigation shall be required. If individuals and/or burrows are found, the qualified biologist shall consult with CDFW to determine appropriate avoidance measures.

Water Diversion

- 2.16 Diversion Plan. Prior to starting work on any Project Activity in which flowing water is present or reasonably anticipated to be present within the work area, the Permittee shall submit for CDFW review and approval a detailed water diversion plan to CDFW. Dewatering structures may include the use of sand bag, Port-a-dams, water bladder dams, K-rails or driven sheet metal coffer dams. The Permittee may not commence the diversion of water without the explicit approval from CDFW.
- 2.17 Maintain Aquatic Life. When any dam or other artificial obstruction is being constructed, maintained, or placed in operation, Permittee shall allow sufficient water at all times to pass downstream to maintain aquatic life below the dam pursuant to Fish and Game Code section 5937.
- 2.18 Maintain Water Quality. Permittee shall divert flow in a manner that prevents turbidity, siltation, or pollution and provides flows to downstream reaches. Flows to downstream reaches shall be provided during all times that the natural flow would have supported aquatic life. Said flows shall be sufficient quality and quantity, and of appropriate temperature to support fish and other aquatic life both above and below the diversion.

Erosion Control/Stabilization

- 2.19 Erosion Control. Permittee shall actively implement best management practices (BMPs) to minimize turbidity and siltation and prevent erosion and the discharge of sediment in to wetted portions of the stream (including but not limited to ponded, flowing, or wetland areas), drainages, lakes, and other sensitive habitat during Project activities. Precautions shall include, but are not limited to: pre-construction planning to identify site specific turbidity and siltation minimization measures; best management erosion control practices during Project activity; and settling, filtering, or otherwise treating silty and turbid water prior to discharge into a stream or storm drain. This may require the placement of silt fencing, coir logs, coir rolls, straw bale dikes, or other siltation barriers so that silt and/or other deleterious materials are not allowed to pass to downstream reaches.
- 2.19.1 Monitoring. BMPs shall be monitored daily and repaired if necessary to ensure maximum erosion and sediment control.
- 2.19.2 Materials. All fiber rolls, straw wattles, and/or hay bales utilized within and adjacent to the Project site shall be free of non-native plant materials. Fiber rolls or erosion control mesh shall be made of loose-weave mesh that is not fused at the intersections of the weave, such as jute, or coconut (coir) fiber, or other products without welded weaves. Products with plastic monofilament or cross joints in the netting that are bound/stitched (such as found in straw wattles/fiber rolls and some erosion control blankets) which may cause entrapment of wildlife, shall not be allowed.
- 2.19.3 Implementation. Passage of sediment beyond the sediment barrier(s) is prohibited. If any sediment barrier fails to retain sediment, corrective

measures shall be taken. The sediment barrier(s) shall be maintained in good operating condition throughout the construction period and the following rainy season. Maintenance includes, but is not limited to, removal of accumulated silt and/or replacement of damaged silt fencing, coir logs, coir rolls, and/or straw bale dikes. Upon the CDFW's determination that turbidity/siltation levels resulting from Project-related activities constitute a threat to aquatic life, activities associated with the turbidity/siltation shall be halted until effective CDFW-approved control devices are installed or abatement procedures are initiated.

- 2.20 Prohibition Against Use of Plastic Netting in Erosion Control Measures. Permittee shall not use temporary or permanent erosion control devices containing plastic netting, including photo- or bio-degradable plastic netting.
- 2.21 Site Restoration. All areas and access points exposed or disturbed during Project activities shall be restored. Seeded areas shall be covered with broadcast straw and/or seeded erosion control blankets.

Avoid/Minimize Effects of Equipment

- 2.22 Heavy Equipment. No heavy equipment shall operate, or any excavation take place, in wetted portions of the streams (including, but not limited to, ponded, flowing, or wetland areas), except as described in the Notification. Any equipment or vehicles driven and/or operated shall be checked and maintained daily to prevent leaks of materials that could be deleterious to aquatic and terrestrial life or riparian habitat. If maintenance or refueling of vehicles or equipment must occur on-site, use a designated area and/or a secondary containment, located away from drainage courses to prevent the runoff of storm water and the runoff of spills. Place drip pans or absorbent materials under vehicles and equipment when not in use. Equipment shall be stored in areas that any possible contamination from the equipment would not flow or be washed back into the drainage.
- 2.23 Minimize Vehicle Parking. Vehicles may enter and exit the work area as necessary for Project activities, but may not be parked overnight within ten (10) feet of the drip line of any trees; nor shall vehicles be parked where mechanical fluid leaks may potentially enter wetted portions of the streams (including, but not limited to, ponded, flowing, or wetland areas).
- 2.24 Building Material Storage. Project building material and/or construction equipment shall not be placed where materials could pass into the wetted portions of the streams (including, but not limited to, ponded, flowing, or wetland areas), or where they may cover aquatic or riparian vegetation.
- 2.25 Decontamination of Project Equipment. Permittee shall decontaminate all tools, waders and boots, and other equipment that will enter the water prior to entering and exiting the Project site to avoid the introduction and transfer of organisms. Permittee shall decontaminate Project gear and equipment utilizing one of three methods: drying, using a hot water soak, or freezing, as appropriate to the type of gear or equipment. For all methods, Permittee shall begin the decontamination

process by thoroughly scrubbing equipment, paying close attention to small crevices such as boot laces, seams, net corners, etc., with a stiff-bristled brush to remove all organisms. To decontaminate by drying, Permittee shall allow equipment to dry thoroughly (i.e., until there is a complete absence of water), preferably in the sun, for a minimum of 48 hours. To decontaminate using a hot water soak, Permittee shall immerse equipment in 140 degrees Fahrenheit or hotter water and soak for a minimum of 5 minutes. To decontaminate by freezing, Permittee shall place equipment in a freezer 32 degrees Fahrenheit or colder for a minimum of eight (8) hours. Repeat decontamination is required only if the equipment/clothing is removed from the site, used within a different waterbody, and returned to the Project site.

- 2.26 Decontamination Sites. Permittee shall perform decontamination of vehicles and other Project gear and equipment in a designated location where runoff can be contained and not allowed to pass into wetted portions of the streams (including, but not limited to, ponded, flowing, or wetland areas).
- 2.27 Stationary Equipment Leaks. Stationary equipment such as motors, pumps, generators, and welders shall be positioned over drip pans and secondary containment, as necessary. Stationary equipment shall have suitable containment to handle any spill/leak. Equipment shall be stored in areas that any possible contamination from the equipment would not flow or be washed back into the drainage.
- 2.28 Equipment Maintenance and Fueling. No equipment maintenance or fueling shall be done where petroleum products or other pollutants from the equipment may enter sensitive areas.
- 2.29 Staging and Storage Areas. Staging and storage areas for equipment, materials, fuels, lubricants, and solvents shall be located more than one hundred (100) feet from the stream channel and banks. All equipment and fuel stored on site shall be properly contained and protected from rain.

Debris Materials and Waste

- 2.30 Remove Structures. Project-related structures and associated materials not designed to withstand high water flows or placed in seasonally dry portions of a stream or lake that could be washed downstream or could be deleterious to aquatic life, wildlife, or riparian habitat shall be moved to areas above high water before such flows occur.
- 2.31 No Dumping. Permittee and all contractors, subcontractors, and employees shall not dump any litter or construction debris on the Project site.
- 2.32 Remove Temporary Flagging, Fencing, and Barriers. Permittee shall remove all temporary flagging, fencing, and/or barriers from the Project area and vicinity immediately upon completion of Project activities.

- 2.33 Wash Water. Water containing mud, silt, or other pollutants from equipment washing or other activities, shall not be allowed to enter sensitive areas, or placed in locations where it may enter the stream.
- 2.34 Isolate Wet Concrete from Stream. If any structure is cast in place, the area poured shall be completely bermed or isolated to contain all and any wet cement, even if water is not present. The pH of hot concrete may be as high as 13 which is toxic to wildlife. The berm may be made of sandbags or dirt, but it shall be lined with plastic to prevent any material from seeping past the berm. Permittee shall maintain the berm in place until the concrete is fully cured or is otherwise determined to present no danger of leaching high-pH compounds into a water course.
- 2.35 No Pouring in Advance of Rain. No concrete or any cement product may be poured if measurable rain is forecasted within 10 days. If measurable rain may fall 11 to 15 days after pouring, a quick cure ingredient shall be added to the concrete mix to ensure a faster set or drying time.
- 2.36 Concrete – Designated Biologist. At all times when Permittee is pouring or working with wet concrete there shall be a Designated Biologist to inspect the containment structures and ensure that no concrete or other debris enters into the channel outside of those structures.
- 2.37 Hazardous Materials. Debris, soil, silt, sand, rubbish, construction waste, cement or concrete or washings thereof, asphalt, paint, oil or other petroleum products or any other substances which could be hazardous to aquatic life, or other organic or earthen material from Project activities shall not be stored where it could be washed back into the channel or where it will cover aquatic or riparian vegetation. Staging and storage areas for equipment, materials, fuels, lubricants and solvents, shall be located more than one hundred (100) feet from the stream and banks. Ensure that all construction areas have proper spill clean-up materials (absorbent pads, sealed containers, booms, etc.) to contain the movement of any spilled substances. All debris shall be disposed of properly. BMPs shall be employed to accomplish these requirements. CDFW shall be notified immediately by the Permittee of any spills and shall be consulted regarding clean-up procedures.
- 2.38 Removal of Debris, Materials and Rubbish. Permittee shall remove all Project generated debris, building materials and rubbish from the Project area following completion of Project activities.

3. Compensatory Mitigation Measures

- 3.1 Off-Site Habitat Creation. Prior to starting construction, the Permittee shall provide proof of purchase of a 0.745 credits for the creation/establishment or re-establishment of seasonal wetland, perennial marsh, riparian habitat, or a combination thereof from a CDFW-approved mitigation bank. The Permittee shall notify CDFW of the specific mitigation bank and credit type and shall obtain CDFW approval prior to purchasing credits.

4. Reporting Measures

Permittee shall meet each reporting requirement described below.

- 4.1 Notification of Project Initiation. The Permittee shall notify the CDFW two (2) working days prior to beginning work for each construction season. Notification shall be submitted as instructed in Contact Information section below. Email submittal is preferred.
- 4.2 Notification of Project Completion. Upon completion of the Project activities described in this Agreement, the Project activities shall be digitally photographed. The Permittee shall submit the photographs and report of project completion within 45 days of finishing the project as instructed in the Contact Information section below (email is preferred).
- 4.3 Notification to the California Natural Diversity Database. If any special-status species are observed during Project implementation, the Permittee shall submit the California Natural Diversity Data Base (CNDDB) Online Field Survey Form electronically at <https://www.wildlife.ca.gov/data/CNDDB/submitting-data> within five (5) working days of the sightings, and provide a copy of the form, survey map and/or report to the CDFW's Regional office as instructed in Contact Information section below.

CONTACT INFORMATION

Any communication that Permittee or CDFW submits to the other shall be in writing and any communication or documentation shall be delivered to the address below by U.S. mail, fax, or email, or to such other address as Permittee or CDFW specifies by written notice to the other.

To Permittee:

Michael Adell
Western Placer Unified School District
600 Sixth Street, Suite 400
Lincoln, CA 95648
Phone: (916) 645-5100
Email: madell@wpusd.org

Contact:

Emily Mecke
ECORP Consulting, Inc.
2525 Warren Drive
Rocklin, CA 95677
Phone: (916) 782-9100
Email: emecke@ecorpconsulting.com

To CDFW:

Department of Fish and Wildlife
North Central Region
1701 Nimbus Road, Suite A
Rancho Cordova, CA 95670
Attn: Lake and Streambed Alteration Program
Notification #1600-2018-0205-R2
Phone: (916) 358-2885
Email: R2LSA@wildlife.ca.gov

LIABILITY

Permittee shall be solely liable for any violations of this Agreement, whether committed by Permittee or any person acting on behalf of Permittee, including its officers, employees, representatives, agents or contractors and subcontractors, to complete the Project or any activity related to it that this Agreement authorizes.

This Agreement does not constitute CDFW's endorsement of, or require Permittee to proceed with the Project. The decision to proceed with the Project is Permittee's alone.

SUSPENSION AND REVOCATION

CDFW may suspend or revoke in its entirety this Agreement if it determines that Permittee or any person acting on behalf of Permittee, including its officers, employees, representatives, agents, or contractors and subcontractors, is not in compliance with this Agreement.

Before CDFW suspends or revokes this Agreement, it shall provide Permittee written notice by certified or registered mail that it intends to suspend or revoke. The notice shall state the reason(s) for the proposed suspension or revocation, provide Permittee an opportunity to correct any deficiency before CDFW suspends or revokes this Agreement, and include instructions to Permittee, if necessary, including but not limited to a directive to immediately cease the specific activity or activities that caused CDFW to issue the notice.

ENFORCEMENT

Nothing in this Agreement precludes CDFW from pursuing an enforcement action against Permittee instead of, or in addition to, suspending or revoking this Agreement.

Nothing in this Agreement limits or otherwise affects CDFW's enforcement authority or that of its enforcement personnel.

OTHER LEGAL OBLIGATIONS

This Agreement does not relieve Permittee or any person acting on behalf of Permittee, including its officers, employees, representatives, agents, or contractors and

subcontractors, from complying with, from obtaining any other permits or authorizations that might be required under, other federal, state, or local laws or regulations before beginning the Project or an activity related to it. For example, if the Project causes take of a species listed as threatened or endangered under the Endangered Species Act (ESA), such take will be unlawful under the ESA absent a permit or other form of authorization from the U.S. Fish and Wildlife Service or National Marine Fisheries Service.

This Agreement does not relieve Permittee or any person acting on behalf of Permittee, including its officers, employees, representatives, agents, or contractors and subcontractors, from complying with other applicable statutes in the Fish and Game Code including, but not limited to, Fish and Game Code sections 2050 *et seq.* (threatened and endangered species), section 3503 (bird nests and eggs), section 3503.5 (birds of prey), section 5650 (water pollution), section 5652 (refuse disposal into water), section 5901 (fish passage), section 5937 (sufficient water for fish), and section 5948 (obstruction of stream).

Nothing in this Agreement authorizes Permittee or any person acting on behalf of Permittee, including its officers, employees, representatives, agents, or contractors and subcontractors, to trespass.

AMENDMENT

CDFW may amend this Agreement at any time during its term if CDFW determines the amendment is necessary to protect an existing fish or wildlife resource.

Permittee may amend this Agreement at any time during its term, provided the amendment is mutually agreed to in writing by CDFW and Permittee. To request an amendment, Permittee shall submit to CDFW a completed CDFW "Request to Amend Lake or Streambed Alteration" form and include with the completed form payment of the corresponding amendment fee identified in CDFW's current fee schedule (see Cal. Code Regs., tit. 14, § 699.5).

TRANSFER AND ASSIGNMENT

This Agreement may not be transferred or assigned to another entity, and any purported transfer or assignment of this Agreement to another entity shall not be valid or effective, unless the transfer or assignment is requested by Permittee in writing, as specified below, and thereafter CDFW approves the transfer or assignment in writing.

The transfer or assignment of this Agreement to another entity shall constitute a minor amendment, and therefore to request a transfer or assignment, Permittee shall submit to CDFW a completed CDFW "Request to Amend Lake or Streambed Alteration" form and include with the completed form payment of the minor amendment fee identified in CDFW's current fee schedule (see Cal. Code Regs., tit. 14, § 699.5).

EXTENSIONS

In accordance with Fish and Game Code section 1605, subdivision (b), Permittee may request one extension of this Agreement, provided the request is made prior to the expiration of this Agreement's term. To request an extension, Permittee shall submit to CDFW a completed CDFW "Request to Extend Lake or Streambed Alteration" form and include with the completed form payment of the extension fee identified in CDFW's current fee schedule (see Cal. Code Regs., tit. 14, § 699.5). CDFW shall process the extension request in accordance with Fish and Game Code section 1605, subdivisions (b) through (e).

If Permittee fails to submit a request to extend this Agreement prior to its expiration, Permittee must submit a new notification and notification fee before beginning or continuing the Project this Agreement covers (Fish & G. Code § 1605, subd. (f)).

EFFECTIVE DATE

This Agreement becomes effective on the date of CDFW's signature, which shall be: 1) after Permittee's signature; 2) after CDFW complies with all applicable requirements under the California Environmental Quality Act (CEQA); and 3) after payment of the applicable Fish and Game Code section 711.4 filing fee listed at <https://www.wildlife.ca.gov/Conservation/CEQA/Fees>.

TERM

This Agreement shall **expire five (5) years from the date signed by CDFW**. All provisions in this Agreement shall remain in force throughout its term. Permittee shall remain responsible for implementing any provisions specified herein to protect fish and wildlife resources after this Agreement expires or is terminated, as Fish and Game Code section 1605, subdivision (a)(2) requires.

EXHIBITS

The documents listed below are included as exhibits to this Agreement and incorporated herein by reference.

Exhibit A. Project Location Map
Exhibit B. Project Activity Map
Exhibit C. Drainage and Sewer Map
Exhibit D. Spillway Design

AUTHORITY

If the person signing this Agreement (signatory) is doing so as a representative of Permittee, the signatory hereby acknowledges that he or she is doing so on Permittee's behalf and represents and warrants that he or she has the authority to legally bind Permittee to the provisions herein.

AUTHORIZATION

This Agreement authorizes only the Project described herein. If Permittee begins or completes a Project different from the Project this Agreement authorizes, Permittee may be subject to civil or criminal prosecution for failing to notify CDFW in accordance with Fish and Game Code section 1602.

CONCURRENCE

The undersigned accepts and agrees to comply with all provisions contained herein.

**FOR WESTERN PLACER UNIFIED SCHOOL
DISTRICT**



Audrey Kilpatrick
Assistant Superintendent of Business and Operations

2/4/19

Date

FOR DEPARTMENT OF FISH AND WILDLIFE

Jeff Drongesen
Environmental Program Manager

Date

Prepared by: Billie Wilson
Senior Environmental Scientist (Specialist)

Exhibit A. Project Location Map



Figure 3. Aerial View
2017-143 Twelve Bridges New High School


 **ECORP Consulting, Inc.**
ENVIRONMENTAL CONSULTANTS

Exhibit B. Project Activity Map

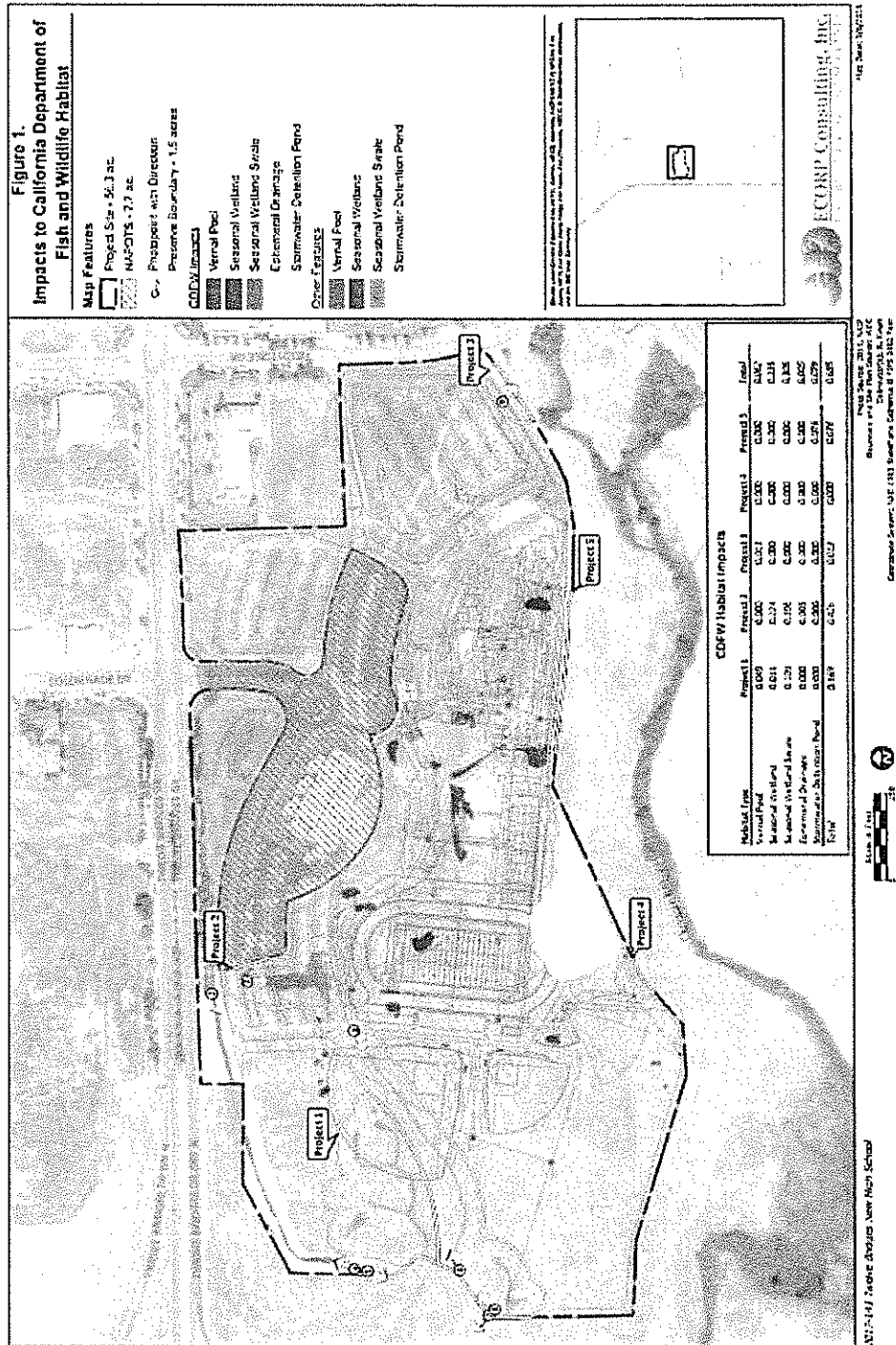


Exhibit C. Drainage and Sewer Map

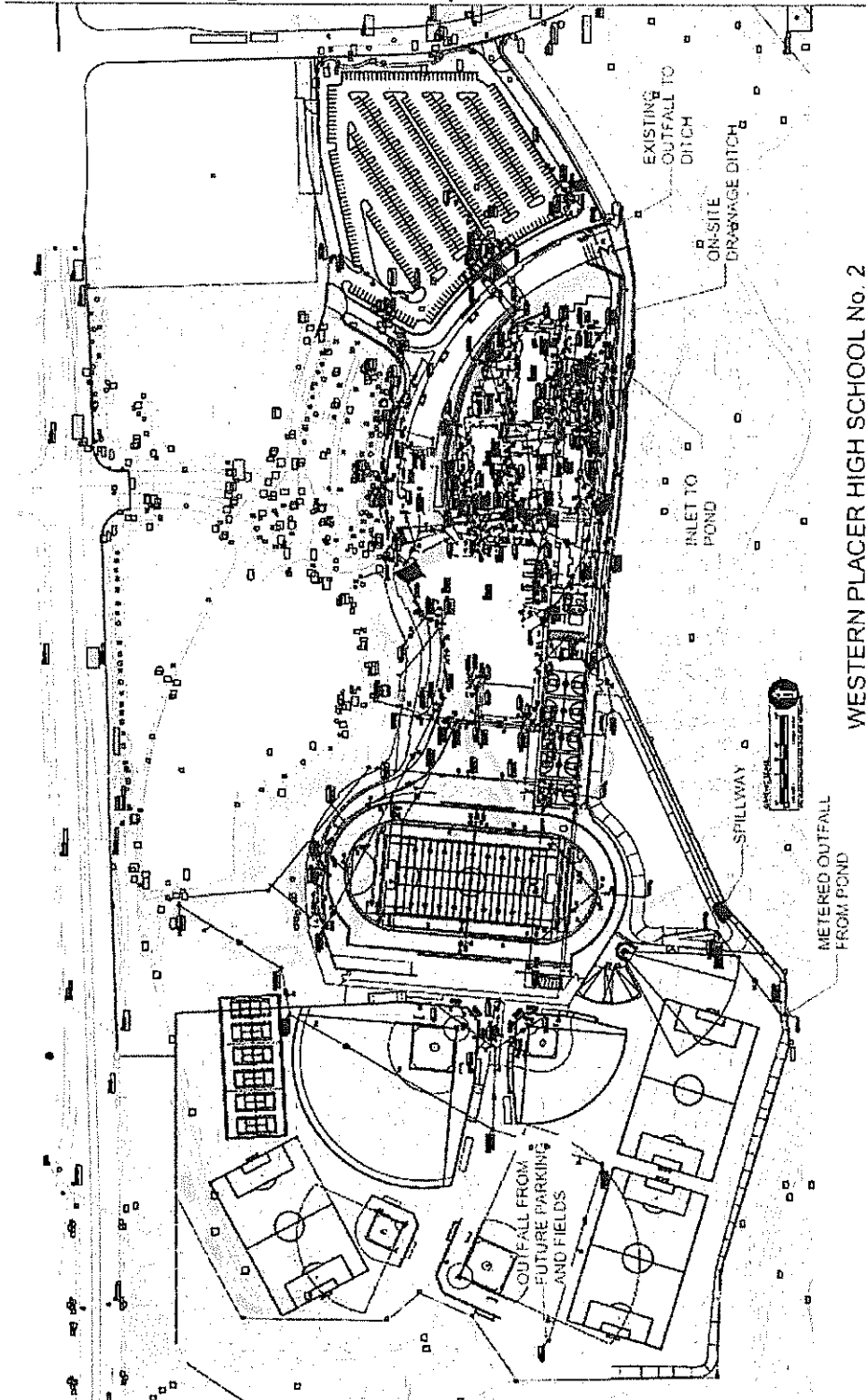
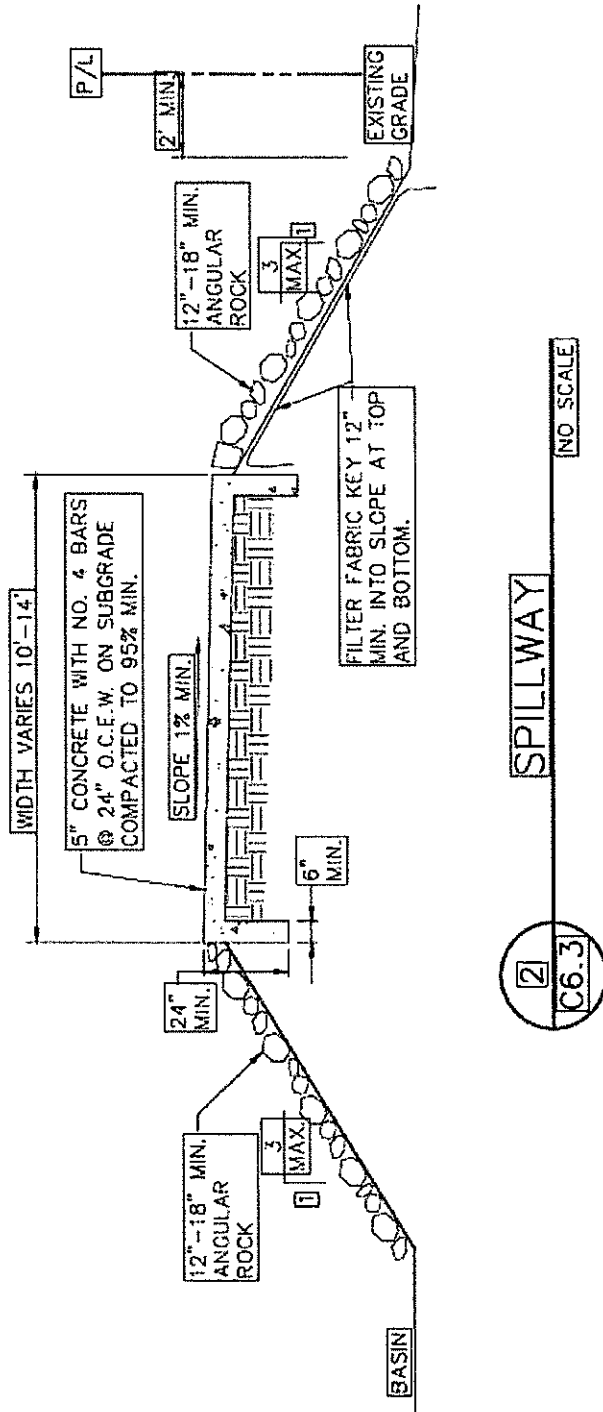


Exhibit D. Spillway Design



**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:

Ratification of Agreement for Environmental Services
Regarding Twelve Bridges High School Project
Permit Compliance with ECORP Consulting, Inc.

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Michael Adell 
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure A Bond Funds

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

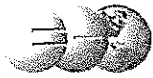
BACKGROUND:

The District is currently working through the process of attaining a Section 404 permit with the United States Army Corps of Engineers (USACE) for the Twelve Bridges High School Project to fill waters of the United States including vernal pools, wetlands, wetland swales, and other aquatic features and habitat. Included in the permit requirements is compliance with various measures associated with, but not limited to, the California Department of Fish and Wildlife (CDFW) Streambed Alteration Agreement and California Environmental Quality Act (CEQA) Initial Study and Mitigated Negative Declaration documents.

ECORP Consulting, Inc., will be providing the environmental services including Worker Environmental Awareness Program, pre-construction species surveys, agency notifications and reporting, monitoring, and permit compliance assistance.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Environmental Services Regarding Twelve Bridges High School Project Permit Compliance with ECORP Consulting, Inc.



11 February 2019
(P19-122)

New Contract 2019
REGULATORY ACCOUNT

Scope of Work and Cost Estimate¹ for
Environmental Services
Regarding
Twelve Bridges High School Permit Compliance
(Placer County, California)
For
Western Placer Unified School District

Cost Estimate

Proposed Tasks:

Task One: *Worker Environmental Awareness Program and Compliance Binder*

A Worker Environmental Awareness Program (WEAP) training will be conducted by a CDFW-approved biologist prior to the start of construction activities. The training will satisfy requirements of the CDFW 1602 Streambed Alteration Agreement, Initial Study and Mitigated Negative Declaration, and USACE 404 Permit. The training is designed to provide construction workers, contractors, and subcontractors with information on their responsibilities with regard to sensitive biological resources on the project site (i.e., western spadefoot, western pond turtle, nesting birds/raptors, vernal pool fairy shrimp, vernal pool tadpole shrimp, and American badger). Training material will be provided and will include information on the identification of sensitive biological resources, protocol for workers to follow should they encounter sensitive resources, and an outline of the potential penalties for failure to comply with the regulations for protecting biological resources. Completion of the training will be submitted to CDFW. This task also includes a compliance binder that will include documentation of all permits, WEAP training materials, completed WEAP training sign-in sheets, contact information for responsible personnel, project maps, and monitoring logs.

Assumptions:

Two on-site pre-construction trainings are included. Additional trainings can be combined during biological monitoring site visits as needed for new contractors.

Task One: \$3,500

Task Two: *Pre-Construction Nesting Bird and Raptor, Western Spadefoot, Western Pond Turtle, and American Badger Survey*

A combined pre-construction nesting bird, western spadefoot, western pond turtle, American badger and general species survey will be conducted within 48 hours (two days) prior to the start of construction activities by a CDFW-approved biologist to detect the presence of species listed or other special-status species that may occur on-site. If nesting birds/raptors, western spadefoot, and/or American badger are found during the survey, CDFW will need to be consulted. If western pond turtle(s) are found during the survey the biologist will move the turtle(s) to the nearest suitable habitat outside of the project area. A brief memo summarizing the results of the survey, including survey methods, will be submitted to the Western Placer Unified School District (District), and upon approval, submitted to CDFW.

Assumptions:

This task includes one full day for a biologist to conduct the survey and one round of review and revisions to the memo from the District. This cost estimate assumes that no active nests or special-

¹ The cost estimate is based on time and materials and is valid for 90 days.

status species are present and does not include consultation with CDFW. If consultation is needed, a change order will be prepared.

Task Two: \$4,200

Task Three: Agency Pre-Construction Notifications, Annual Reporting, and Post-Construction Notice of Completion

ECORP will provide pre- and post-construction permit compliance and annual reporting consistent with agency permits. Pre-construction permit compliance will include: coordinating qualified biologist approvals with CDFW prior to construction and agency notifications prior to construction. Annual reporting will include preparing up to two (2) annual reports required by the RWQCB.

ECORP will prepare a Notice of Completion (NOC) following the end of construction. The NOC will include pre- and post-construction photos, as-built drawings/maps of work conducted, on-site/off-site mitigation, description/photos of all Best Management Practices (BMPs) installed, description/photos of restored Waters of the U.S., and a signed completion form. A draft of the NOC will be submitted to the District for review, and upon approval, submitted to the USACE and RWQCB no later than 30 days following the end of construction. Pre- and post-construction photos only will be submitted to the CDFW within 45 days of project completion.

Assumptions:

This task assumes one round of review and revisions from the District and a pdf of the NOC provided to the District and agencies.

Task Three: \$6,500

Task Four: Biological Monitoring

ECORP will provide a CDFW-approved biological monitor to conduct monitoring visits (half day or full day, as needed) during the construction period when mass grading is occurring and/or when wet concrete is being poured to ensure construction activities remain compliant with applicable state and federal permit conditions and CEQA mitigation measures. Monitoring is not limited to, but will include: inspection of BMPs, inspection of concrete containment structures, and coordination of construction fencing maintenance with the contractor as needed. The monitor will be prepared to stop work if necessary and provide input regarding environmental compliance issues as they arise. Monitoring logs will be kept detailing daily events.

Assumptions:

This cost estimate includes a half-day rate (up to 5 hours) and a full day rate (up to 10 hours) and assumes a maximum of 12 half days and 6 full days of monitoring.

Task Four: \$16,800*

***\$1,200/Full day (6 days)**

***\$800/Half day (12 days)**

Task Five: Project Management/Permit Compliance Assistance

ECORP will provide permit compliance assistance throughout the duration of project construction. This task includes the creation of a permit compliance table to track compliance with permit conditions and mitigation measures, coordination with the District and contractor, and overall project management during construction.

Task Five: \$4,000

TOTAL COST ESTIMATE FOR TASKS ONE THROUGH FIVE: \$35,000

Expense Reimbursement/Other:

1. Computer, facsimile, and telephone are included in the billing rates, and there is no additional charge.
2. Copies (color and black and white), equipment and other direct expenses are reimbursed with a 14% administrative handling charge (excluding per diem).

Twelve Bridges New High School 2019 REG (2017-143.02NEW)

3. Subcontractor expenses are reimbursed with a 12% administrative handling charge.
4. Mileage is reimbursed at current IRS rate with a 14% administrative handling charge.
5. Per Diem, depending upon location, may be charged where overnight stays are required.
6. Expert Witness Testimony, including Depositions, is billed at time and a half.
7. When non-standard billing is requested, time spent by office administrative personnel in invoice preparation is a cost to the project and charged as technical labor.

It is agreed that Company may, for the Client's convenience, and upon Client's verbal authorization, commence performance of the services before execution of a written contract. In such event, it is agreed that Company's Standard Terms and Conditions shall apply with respect to the services until the parties execute another contract covering such services. Company will confirm Client's verbal authorization. Unless Client instructs Company in writing not to proceed within 24 hours of receipt of Company's written confirmation, parties shall be deemed to have agreed to commencement of services in accordance with Company's confirmation notice.

If the Client elects to use a purchase order or other document to commence the services or for billing or accounting purposes, Company will refer to such document by number in its correspondences, invoices, and work products; however, Company's Terms and Conditions will prevail over any such document, and only Company's Terms and Conditions shall apply with respect to the services, superseded by a definitively written contract when executed by the parties.

ECORP Consulting, Inc. bills on a monthly basis. Our terms are NET 30. In the event an invoice is not paid within 30 days of receipt, we will assess a 3 % per month late charge on the overdue amount, which shall incur an interest charge thereafter at the rate of 1.5% per month of the outstanding balance. In the event of an outstanding balance, ECORP Consulting, Inc. reserves the right to cease all work on this project until the payment of the balance is received in full.

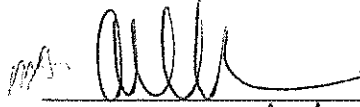
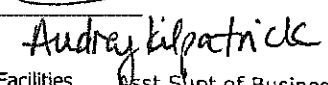
If we suspend work because of nonpayment, we do not assume liability for any damages that may arise as a result of that suspension of work. In the event any action is brought to enforce the terms of payment identified above, the prevailing party shall be entitled to reasonable attorney fees and court costs.

Agreed and Accepted:

ECORP Consulting, Inc.:

Western Placer Unified School District:

By: _____
Emily Mecke
Title: Staff Biologist/Associate Project Manager
Date: 11 February 2019

By:  _____
Michael Adell
Title: Director of Facilities
Date: 2/12/19

Asst Supt of Business Sys and Operations

**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
Stipulated Expulsion Student:
Student #18-19-E

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Chuck Whitecotton
District Hearing Officer

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-E.

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the Stipulated Expulsion of Student #18-19-E.

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

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SUBJECT:

Comprehensive School Safety Plans -
District and School Sites

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Asst. Supt. - Business & Operations

ENCLOSURES:

Comprehensive School Safety Plans
(located on wpusd.k12.ca.us)

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

School safety is paramount in Western Placer Unified School District. Each of our eleven school sites and the district office practice safety on a daily basis by implementing processes and procedures to safeguard our students and staff as well as scheduling regular safety drills to practice responses to potential fire, lock-down, lock-out, evacuation and/or shelter-in-place situations. The District communicates with local law enforcement to determine and communicate best safety practices at our sites.

California Education Code Sections 32280–32288 requires all schools to have a Comprehensive School Safety Plan which is updated annually at the District level and then also through each school's School Based Leadership Team (SBLT). The Comprehensive School Safety Plan consists of seven section that includes the Standard Emergency Management System (SMS) procedures applied district-wide. The Comprehensive School Safety Plan also includes school site goals for School Climate/People/Programs and for the Physical Environment/Place.

Each of the eleven schools in Western Placer Unified School District has written, reviewed, updated and approved their plans through their SBLT's. The Comprehensive School Safety Plans are presented to the Board of Trustees annually for approval.

All Comprehensive School Safety Plans are online and available for viewing at: <http://www.wpusd.k12.ca.us/Departments/Business-Services/index.html> and listed under *Comprehensive Safe School Plans 2018-19 - Board Approved February 19, 2019* for Elementary School Plans and Secondary School Plans.

ADMINISTRATION RECOMMENDATION:

Approval of Comprehensive School Safety Plans for each of the eleven schools in WPUSD.

INFORMATION

DISCUSSION

ACTION

ITEMS

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

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SUBJECT:

Approval of Guaranteed Maximum Price for
Lease Leaseback Agreements with
Flint Builders, Inc., for the Twelve Bridges High
School Project

AGENDA ITEM AREA:

Action

REQUESTED BY:

Michael Adell
Director of Facilities

ENCLOSURES:

Yes

DEPARTMENT:

Facilities

FINANCIAL INPUT/SOURCE:

Measure A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

In January 2018, the Board approved the selection of Flint Builders, Inc., for Lease Leaseback services for the Twelve Bridges High School Project. HMC Architects is providing the architectural and engineering services for the project and the plans and specifications for Increment 1 of the project have been approved by the Division of the State Architect (DSA). Plans and specifications for the subsequent Increments 2 and 3 have been submitted to DSA and in the process of being approved and stamped.

District staff and Flint Builders, Inc., have been in negotiations for the terms of the Guaranteed Maximum Price in order to execute the Site Lease Agreement, Sublease Agreement, and other necessary documents in order to complete the Twelve Bridges High School Project including, but not limited to, construction of administration building, two-story and one-story classroom buildings, multi-story student center building including gymnasium, cafeteria, and performing arts facilities, athletic stadium, baseball/softball fields, underground utilities, and associated site work. Negotiations of the Guaranteed Maximum Price of **\$86,000,000.00** for the project are complete and associated lease leaseback agreements are in order for execution by the District.

RECOMMENDATION:

Staff recommends the Board of Trustees approve the Guaranteed Maximum Price for Lease Leaseback Agreements with Flint Builders, Inc., for the Twelve Bridges High School Project.

Project: WPUSD Twelve Bridges High School
Location: Lincoln, CA
Bid Date: 11/28/2018

		DSA INC 1 UPDATE	\$ 86,000,000
BP	DESCRIPTION	SUBCONTRACTOR	TOTAL
1	Field Engineering		\$141,329
2	Earthwork and Paving	Goodfellow Bros/Preston	\$8,867,671
3	Site Utilities	(See Bid Box 2)	\$0
4	Fencing	Crusader	\$1,392,826
5	Landscaping	Jensen	\$2,070,891
6	Synthetic Turf and Track	Valley Precision / Benyon	\$1,305,531
7	Site Concrete	Concrete North	\$3,909,674
8	Building Concrete	Starch Concrete	\$3,391,370
9	Masonry		\$64,909
10	Steel and Miscellaneous Metals	Golden State Steel	\$6,108,290
11	Metal Decking	BT Mancini	\$1,069,506
12	Millwork	RR Laminates	\$556,371
13	Waterproofing		\$91,858
14	Insulation		\$378,792
15	Exterior Wall Panels	BT Mancini	\$1,164,763
16	Roofing	Cal Single Ply / Kodiak	\$3,870,500
17	Joint Sealants		\$136,539
18	Doors, Frames, and Hardware	Opening Tech	\$996,215
19	Sectional Overhead Doors		\$130,205
20	Glazing	US Glass	\$1,814,617
21	Vapor Emissions Control Systems		\$289,529
22	Flint Modular Wall Panel System	FLINT	\$4,284,579
23	Metal Stud Framing (Bldg A) & Gypsum Board	New West	\$5,656,288
24	Cement Plaster	Boeger	\$2,663,668
25	Tile		\$169,776
26	Acoustical Ceilings	Coffey	\$1,621,901
27	Soft Flooring		\$348,637
28	Concrete Floor Treatments	TeraLite	\$884,138
29	FRP		\$28,765
30	Tackable Wallcovering		\$199,854
31	Paints and Coatings	TSV	\$833,954
32	Roof Accessories		\$43,458
33	Markerboards		\$44,875
34	Signage		\$171,320
35	Electronic Signage		\$275,659
36	Toilet Specialties		\$119,097
37	Miscellaneous Specialties		\$77,850
38	Flagpoles		\$26,278
39	Lockers and Locker Benches		\$153,032
40	Operable Partitions		\$15,360
41	Athletic Playground Equipment	Multiple Subs all under Skilled and Trained % Threshold	\$451,965
42	Food Service Equipment	Myers	\$846,762

43	Theater Equipment & Furnishings	Multiple Subs all under Skilled and Trained % Threshold	\$641,710
44	Roller Shades		\$82,235
45	Site Furnishings		\$28,001
46	Fire Suppression	Cen-Cal	\$611,923
47	Plumbing	Intech	\$2,510,160
48	HVAC	DDK	\$3,966,175
49	Electrical	Royal	\$10,358,575
50	Final Cleaning		\$117,334
51	Elevators (Design-Build)		\$200,098
52	Stadium Bleachers (Design-Build)	Southern Bleachers	\$614,400
53	Telescoping Bleachers (Design-Build)		\$186,765
54	Wood Athletic Flooring		\$217,017
	Owner/DSA Contingency	0.899%	\$773,024
	Contractor Contingency	3.000%	\$2,286,090
SUBTOTAL COST			\$79,262,110
	General Conditions & General Requirements	3.152%	\$2,498,342
	GL, Auto & Worker's Comp.	1.090%	\$863,957
	Builders Risk Insurance	0.339%	\$268,699
	GC P&P Bond	0.699%	\$554,042
	Overhead & Profit	2.998%	\$2,376,278
	Interest		\$176,573
			\$86,000,000

**LEASE-LEASEBACK
SITE LEASE AGREEMENT**

Dated as of _____, 2019

Between

Western Placer Unified School District

and

Flint Builders, Inc.

Twelve Bridges High School Project

2360 Fieldstone Drive, Lincoln, CA 95648

**LEASE-LEASEBACK
SITE LEASE AGREEMENT
PROJECT**

THIS LEASE-LEASEBACK SITE LEASE AGREEMENT ("Site Lease") is entered into as of _____, 2019, between the Western Placer Unified School District, a California public school district (the "Owner"), as lessor, and Flint Builders, Inc., a California corporation and licensed contractor (the "Contractor"), as lessee. Owner and Contractor are each a "Party" and together are the "Parties" to this Site Lease.

The Owner desires to provide for the construction of certain public improvements (the "Project") more fully described in that certain Lease-Leaseback Agreement, dated _____, 20____, between the Owner and Contractor and located at Twelve Bridges High School, 2360 Fieldstone Drive, Lincoln, California, (the "Site"); and

The Owner's governing body has determined that it is in the best interests of the Owner and for the common benefit of the residents it serves to construct and finance the Project by leasing the Site on which the Project is to be constructed to Contractor, and subleasing from Contractor the Site, including the Project, under that certain Sublease Agreement dated _____, 2019, between Owner and Contractor (the "Sublease"); and

The Owner is authorized under California Education Code section 17406 to lease the Site, and its governing body has authorized the execution and delivery of this Site Lease; and

The purpose of the Site Lease is for Contractor to have necessary access to and use of the Site for the purpose of financing and constructing the Project; and

Contractor is authorized to lease the Site as lessee and to finance and construct the Project on the Site, and has authorized the execution and delivery of this Site Lease.

The Parties therefore agree as follows:

1. Site Lease. The Owner leases to Contractor and Contractor leases from the Owner, on the terms and conditions of this Site Lease, the Site more specifically described or depicted in **Exhibit A** attached to this Site Lease, including any real property improvements now or later placed on the Site. References in this Site Lease to the term "Contractor" means Contractor and Contractor's assigns for those rights, interests, and obligations that may be assigned by Contractor. The Site is leased to Contractor on an "as is" basis. Owner shall not be required to make or construct any alterations including structural changes, additions or improvements to the Site. By entering and taking possession of the Site pursuant to this Site Lease, Contractor accepts the Site in "as is" condition. Any agreements, warranties, or representations not expressly contained herein shall in no way bind either Owner or Contractor, and Owner and Contractor expressly waive all claims for damages by reason of any statement, representation, warranty, promise or agreement, if any, not contained in this Site Lease or the Contract Documents.

2. Term. The term of this Site Lease ("Term") shall be coterminous with the term of the Lease-Leaseback Agreement. Upon termination of the Contract, as set forth in the Lease-Leaseback

Agreement, the Parties' respective interests under this Site Lease will automatically end and be released, and title to the Site and Project will automatically and fully vest in the Owner. The Project is and shall at all times be and remain the sole property of Contractor until termination of the Contract, and the Owner shall have no right, title, or interest in or to it until termination of the Contract, except as expressly set forth in the Sublease.

3. Representations and Warranties of the Owner. The Owner represents and warrants to Contractor that:

(a) The Owner has good and merchantable fee title to the Site and has authority to enter into and perform its obligations under this Site Lease;

(b) There are no liens on the Site other than permitted encumbrances;

(c) All taxes, assessments, or impositions of any kind with respect to the Site, if applicable, except current taxes, have been paid in full;

(d) The Site is properly zoned for the intended purpose and utilization of it or the Owner intends to render zoning inapplicable pursuant to Government Code section 53094;

(e) The Owner is in compliance with all laws, regulations, ordinances and orders of public authorities applicable to the Site;

(f) There is no litigation of any kind currently pending or threatened regarding the Site or the Owner's use of the Site for the purposes contemplated by this Site Lease, the Sublease, and the Lease-Leaseback Agreement;

(g) To the best of the Owner's knowledge, after actual inquiry: (i) other than those addressed in the Scope of Work, as set forth in the Lease-Leaseback Agreement, no dangerous, toxic or hazardous pollutants, contaminants, chemicals, waste, materials or substances, as defined in or governed by the provisions of any State or Federal Law relating thereto (hereinafter collectively called "Environmental Regulations"), and also including, but not limited to, urea-formaldehyde, polychlorinated biphenyls, asbestos, asbestos containing materials, nuclear fuel or waste, radioactive materials, explosives, carcinogens and petroleum products, or any other waste, material, substance, pollutant or contaminant which would subject the owner of the Site or Contractor or Contractor's subcontractors to any damages, penalties or liabilities under any applicable Environmental Regulation (hereinafter collectively called "Hazardous Substances"), are now or have been stored, located, generated, produced, processed, treated, transported, incorporated, discharged, emitted, released, deposited or disposed of in, upon, under, over or from the Site; (ii) no threat exists of a discharge, release or emission of a Hazardous Substance upon or from the Site into the environment; (iii) the Site has not been used as or for a mine, a landfill, a dump or other disposal facility, industrial or manufacturing facility, or a gasoline service station; (iv) no underground storage tank is now located in the Site; (v) no violation of any Environmental Regulation now exists relating to the Site, no notice of any such violation or any alleged violation thereof has been issued or given by any governmental entity or agency, and there is not now any investigation or report involving the Site by any governmental entity or agency which in any way relates to Hazardous

Substances; (vi) no person, party, or private or governmental agency or entity has given any notice of or asserted any claim, cause of action, penalty, cost or demand for payment or compensation, whether or not involving any injury or threatened injury to human health, the environment or natural resources, resulting or allegedly resulting from any activity or event described in (i) above; (vii) there are not now any actions, suits, proceedings or damage settlements relating in any way to Hazardous Substances, in, upon, under over or from the Site; (viii) the Site is not listed in the United States Environmental Protection Agency's National Priorities List of Hazardous Waste Sites or any other list of Hazardous Substance sites maintained by any federal, state or local governmental agency; and (ix) the Site is not subject to any lien or claim for lien or threat of a lien in favor of any governmental entity or agency as a result of any release or threatened release of any Hazardous Substance.

(h) To the extent permitted by law, the Owner shall not abandon the Site for the use for which it is currently required by the Owner and further, shall not seek to substitute or acquire property to be used as a substitute for the uses for which the Site and Project are to be maintained under the Sublease.

(i) The term "permitted encumbrances" as used herein shall mean, as of any particular time: (i) liens for general ad valorem taxes and assessments, if any, not then delinquent; (ii) this Site Lease, the Sublease, any right or claim of any mechanic, laborer, materialman, supplier, or vendor, if applicable, not filed or perfected in the manner prescribed by law, easements, rights of way, mineral rights, drilling rights, and other rights, reservations, covenants, conditions, or restrictions which exist of record as of the date of this Site Lease and which will not materially impair the use of the Site; (iii) easements, rights of way, mineral rights, drilling rights and other rights, reservations, covenants, conditions, or restrictions established following the date of recordation of this Site Lease and to which Contractor and the Owner consent in writing which will not impair or impede the operation of the Site.

4. Representations and Warranties of Contractor. Contractor represents and warrants to the Owner that:

(a) Contractor is duly organized, validly existing and in good standing under the laws of the State of California, with full corporate power and authority to lease and own real and personal property.

(b) Contractor has full power, authority, and legal right to enter into and perform its obligations under this Site Lease, and the execution, delivery, and performance of this Site Lease have been duly authorized by all necessary corporate actions on the part of Contractor and do not require any further approvals or consents.

(c) Execution, delivery, and performance of this Site Lease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement, or instrument to which Contractor is a party or by which it or its property is bound.

(d) There is no pending or, to the best knowledge of Contractor, threatened action, or proceeding before any court or administrative agency that will materially adversely affect the ability of Contractor to perform its obligations under this Site Lease.

5. Rental. Contractor shall pay to the Owner as and for advance rental hereunder \$1.00 per year per Site, on or before the date of commencement of the term of this Site Lease.

6. Purpose. Contractor shall use the Site solely for the purpose of constructing the Project on the Site and for subleasing the Site to the Owner. Contractor warrants that it will not engage in any unlawful activities on the Site and that Contractor will not engage in activities on the Site not authorized by the Owner.

7. Termination. Contractor agrees, upon termination of this Site Lease: (i) to quit and surrender the Site in the same good order and condition as it was in at the time of beginning of the term of this Site Lease, reasonable wear and tear excepted; (ii) to release and reconvey to the Owner any liens and encumbrances created or caused by Contractor; and (iii) that any permanent improvements and structures existing upon the Site at the time of the termination of this Site Lease, including but not limited to the Project, shall remain on the Site and title to all such improvements shall vest in the Owner. Notwithstanding the Owner's rights in the event of termination under this Section 7, Contractor shall retain the right to full compensation for all services rendered before the termination in accordance with the Lease-Leaseback Agreement and the Sublease.

8. Quiet Enjoyment. The Owner covenants and agrees that it will not take any action to prevent Contractor's quiet enjoyment of the Site during the term of this Site Lease; and, that in the event the Owner's fee title to the Site is ever challenged so as to interfere with Contractor's right to occupy, use and enjoy the Site, the Owner will use all governmental powers at its disposal, including the power of eminent domain, to obtain unencumbered fee title to the Site and to defend Contractor's right to occupy, use, and enjoy that portion of the Site.

9. No Liens. The Owner shall not mortgage, sell, assign, transfer, or convey the Site or any part thereof to any person during the term of this Site Lease, without the written consent of Contractor. Nothing herein shall preclude the Owner from granting utility easements across the Site to facilitate the use and operation of the Project for which it is intended. Contractor warrants that at all times during this Site Lease, the Site and Project shall remain free and clear of all liens (including mechanic's liens), mortgages, deeds of trust, easements and all other encumbrances, other than liens existing at the time the Project starts, unless the Owner gives Contractor prior written permission to place, or allow to be placed, any liens, mortgages, deeds of trust, easements or other encumbrances on the Site.

10. Right of Entry. The Owner reserves the right for any of its duly authorized representatives to enter upon the Site at any reasonable time to inspect the same or to make any repairs, improvements or changes necessary for the preservation thereof, but in doing so shall not interfere with Contractor's operations on the Project.

11. Assignment and Subleasing. Contractor will not assign or otherwise dispose of or encumber the Site or this Site Lease without the prior written consent of the Owner.

12. No Waste. Contractor agrees that at all times that it is in possession of the Site it will not commit, suffer, or permit any waste on the Site, and it will not willfully or knowingly use or permit the use of the Site for any illegal act or purpose.

13. Eminent Domain. In the event the whole or any part of the Site or the improvements thereon is taken by eminent domain, the financial interest of Contractor shall be recognized and is hereby determined to be the amount of all Sublease Payments then due or past due and the next succeeding Sublease Payment. The balance of the award, if any, shall be paid to the Owner.

14. Taxes. The Owner covenants and agrees that as between Owner and Contractor, Owner shall pay any and all assessments of any kind or character and also all taxes, including possessory interest - taxes, levied or assessed upon the Site or the improvements thereon.

15. Severability. If a court of competent jurisdiction shall hold any provision of this Site Lease invalid or unenforceable, such holding shall not invalidate or render unenforceable any other provision of this Site Lease, unless elimination of such provision materially alters the rights and obligations embodied in this Site Lease.

16. Binding Effect. This Site Lease shall inure to the benefit of and shall be binding upon the Parties and their respective successors in interest and permitted assigns, if any.

17. Amendments and Modifications. This Site Lease shall not be effectively amended, changed, modified, altered, or terminated without the written agreement of both Parties.

18. Execution in Counterparts. This Site Lease may be simultaneously executed in multiple counterparts, each of which shall be deemed an original and all of which shall constitute but one and the same instrument.

19. Applicable Law. This Site Lease and the rights of the Parties under it shall be governed by and construed in accordance with the laws of California.

20. Headings. The captions or headings in this Site Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this Site Lease.

21. Time. Time is of the essence in this Site Lease and all of its provisions.

22. Terms Not Defined. Capitalized terms used in this Site Lease that are not defined shall have the same meaning as in the Lease-Leaseback Agreement, General Conditions, and other Contract Documents.

* * * * *

CONTRACTOR

OWNER

Flint Builders, Inc

Western Placer Unified School District

By: _____

By: _____

Title: President

Audrey Kilpatrick

Assistant Superintendent, Business and Operations

By: _____

Title: Corporate Secretary

EXHIBIT A
LEASE-LEASEBACK SITE LEASE

DESCRIPTION OR DEPICTION OF SITE

(See attached diagram depicting the Site)

**LEASE-LEASEBACK
SUBLEASE AGREEMENT**
Dated as of _____, 2019

Between
Western Placer Unified School District
and
Flint Builders, Inc.

Twelve Bridges High School Project
2360 Fieldstone Drive, Lincoln, CA 95648

**LEASE-LEASEBACK
SUBLEASE AGREEMENT
TWELVE BRIDGES HIGH SCHOOL PROJECT**

THIS LEASE-LEASEBACK SUBLEASE AGREEMENT ("Sublease") is entered into as of _____, 2019 between Flint Builders, Inc., a California [corporation] and licensed contractor ("Contractor"), as lessor, and the Western Placer Unified School District, a California public school district (the "Owner"), as lessee. Owner and Contractor are each a "Party" and together are the "Parties" to this Sublease.

This Sublease is entered into by the Parties pursuant to California Education Code section 17406 ("Section 17406"), which permits the governing board of school district to lease to any person, firm, or corporation any real property owned by the school district if the instrument by which such property is leased requires the lessee to construct on the leased premises, or provides for the construction thereon, of a building for the use of the school district during the term of the lease, and provides that title to that building shall vest in the school district at the expiration of the lease.

The Owner deems it essential for its own governmental purpose to construct and install certain improvements (the "Project") described in Section 1 of that certain Lease-Leaseback Agreement entered into between the Owner and Contractor and dated _____, 2019, and situated on the Site described or depicted in Exhibit A of that certain Site Lease dated _____, 2019, between the Owner and Contractor.

Pursuant to Section 17406, the Owner is leasing the Site to Contractor under the Site Lease in consideration of Contractor subleasing the Site, including the Project, to the Owner under the terms of this Sublease.

Contractor will finance construction of the Project. As part of its Sublease Payments (as described in Section 6, below) to Contractor, District will compensate Contractor for the cost of financing construction of the Project.

The Owner and Contractor therefore agree as follows:

1. Sublease. Contractor subleases to the Owner, and the Owner subleases from Contractor, the Site, including any real property improvements now or later placed on the Site. Reference in this Sublease to the term "Contractor" means Contractor and Contractor's assigns for those rights, interests, and obligations that may be assigned by Contractor. The purpose of this Sublease is (1) for the Owner to have necessary access to and use of the Site at such times and in such a manner as will not impede the construction of the Project; (2) for the Owner to obtain financing for the Project from the Contractor; and (3) during the term of the Sublease, for the Owner to enjoy beneficial use and occupancy of the Site and the completed Project.

During the term of the Sublease, Owner and its agents, employees and invitees may enter into and upon the Site and the Project at all reasonable times necessary for the Owner to conduct its business. During construction of the Project, the Owner shall not unduly disturb, or unreasonably interfere with Contractor's work on the Project and related improvements to the Site. Following completion of the

Project, the Owner shall enjoy full and undisturbed use of the Site during the remainder of the Sublease Term.

2. Term. The term of this Sublease ("Term") shall be coterminous with the term of the Lease-Leaseback Agreement. Upon termination of the Contract, as set forth in the Lease-Leaseback Agreement, the Parties' respective interests under this Sublease will automatically end and be released, and title to the Site and Project will automatically and fully vest in the Owner. The Project is and shall at all times be and remain the sole property of Contractor until termination of the Contract, and the Owner shall have no right, title, or interest in or to it until termination of the Contract, except as expressly set forth in this Sublease.

3. Representations and Warranties of the Owner. The Owner represents and warrants to Contractor that:

(a) The Owner is a public school district, duly organized and existing under the Constitution and laws of the State of California with authority to enter into and perform all of its obligations under this Sublease.

(b) The Owner's governing body has duly authorized the execution and delivery of this Sublease and further represents and warrants that all requirements have been met and procedures followed to ensure its enforceability.

(c) The execution, delivery, and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement, or instrument to which the Owner is a party by which it or its property is bound.

(d) There is no pending or, to the knowledge of the Owner, threatened action, or proceeding before any court or administrative agency that will materially adversely affect the ability of the Owner to perform its obligations under this Sublease.

(e) The Project and the Site are essential to the Owner in the performance of its governmental functions and their estimated useful life to the Owner exceeds the term of this Sublease.

(f) The Owner shall take such action as may be necessary to include all Sublease payments in its annual budget and annually to appropriate an amount necessary to make such Sublease payments.

(g) The Owner shall not abandon the Site for the use for which it is currently required by the Owner and, to the extent permitted by law, the Owner shall not seek to substitute or acquire property to be used as a substitute for the use for which the Site is maintained under the Sublease.

(h) Except as may be permitted under federal or state laws, the Owner shall not allow any hazardous materials or substances to be used or stored on, under, or about the Site.

4. Representations and Warranties of Contractor. Contractor represents and warrants to the Owner that:

(a) Contractor is duly organized, validly existing and in good standing as a corporation and licensed contractor under the laws of the State of California, with full corporate power and authority to lease and own real and personal property;

(b) Contractor has full power, authority and legal right to enter into and perform its obligations under this Sublease, and the execution, delivery and performance of this Sublease have been duly authorized by all necessary corporate actions on the part of Contractor and do not require any further approvals or consents;

(c) The execution, delivery, and performance of this Sublease do not and will not result in any breach of or constitute a default under any indenture, mortgage, contract, agreement, or instrument to which Contractor is a party by which it or its property is bound;

(d) There is no pending or, to the knowledge of Contractor, threatened action, or proceeding before any court or administrative agency that will materially adversely affect the ability of Contractor to perform its obligations under this Sublease;

(e) Contractor will not mortgage or encumber the Site or the Sublease or assign this Sublease or its rights to receive Sublease payments, except as permitted under this Sublease.

5. Construction/Acquisition.

(a) The Owner has entered into the Contract with Contractor in order to acquire and construct the Project, while enjoying use of the Site. The cost of the acquisition, construction and installation of the tenant improvements defined as the Project and the Owner's use of the Site under this Sublease is determined by the Total Sublease Amount as set forth in the Lease-Leaseback Agreement and **Exhibit A** of this Sublease.

(b) In order to ensure that moneys sufficient to pay all costs will be available for this purpose when required, the Owner shall maintain on deposit in its general or other appropriate fund, and shall annually appropriate funds sufficient to make all Sublease payments which become due to Contractor under this Sublease.

6. Sublease Payments.

(a) Over the Term of this Sublease, the owner will pay to the Contractor the Total Sublease Amount in Twenty Seven (27) monthly installments, (each such installment being a "Sublease Payment"), pursuant to a Schedule of Sublease Payments which shall be prepared and executed by the Parties following approval by Owner of the Total Sublease Amount pursuant to Education Code section 17406(a)(3). Upon execution by the Parties, the Schedule of Sublease Payments shall be attached hereto as **Exhibit A** and shall be deemed incorporated herein by this reference.

(b) The Owner may adjust the Total Sublease Amount to account for any changes in the scope of the Project or use of the Site during the term of the Sublease. As set forth in the General Conditions, any changes in the Total Sublease Amount shall result in a prorated increase, or decrease, in Sublease Payments made following the adjustment to the Total Sublease Amount.

(c) The obligation of the Owner to pay Sublease Payments shall constitute a current expense of the Owner and shall not in any way be construed to be a debt of the Owner in contravention of any applicable constitutional or statutory limitations or requirements concerning the creation of indebtedness by the Owner, nor shall anything contained in this Sublease constitute a pledge of the general tax revenues, funds, or moneys of the Owner.

If the Owner fails to appropriate or allocate funds, or secure financing, including bridge financing for future periodic payments under the Sublease after exercising reasonable efforts to do so, then the Owner may upon thirty (30) days' notice, order work on the Project to cease. The Owner will remain obligated to pay for the work already performed but shall not be obligated to pay the balance remaining unpaid beyond the fiscal period for which funds have been appropriated or allocated and for which the work has not been done.

7. Extension of Sublease Term.

(a) *Excusable Delay.* If the Date for Completion is extended by change orders that grant time extensions for delay pursuant to the Contract, then the Sublease Term shall be extended by one month for each full month of total time extensions, and Owner shall increase the number, and lower the equal dollar amounts, of the remaining Sublease Payments based on the months added to the Sublease Term.

(b) *Inexcusable Delay.* If the Project will not be completed by the Date for Completion set forth in the Lease-Leaseback Agreement due to delay that is not excusable under the terms of the Contract, including Article 8 of the General Conditions, then the Sublease Term shall be extended by one month for each full month of such delay, and Owner shall either (i) elect not to make a Sublease Payment during construction for each month added to the Sublease Term, or (ii) increase the number, and lower the equal dollar amounts, of the remaining equal Sublease Payments based on the months added to the Sublease Term.

(c) If the total delay in completion is only partially entitled to time extensions for excusable delay under the terms of the Contract, then the Sublease Term shall be extended by one month for each full month of total delay. If the delays entitled to time extensions are less than half of the total delay in completion, then the Owner shall elect between the procedures in Section 7(b)(i) and (ii) above; and if such delays are equal to or more than half of the total delay in completion, the Owner shall proceed pursuant to Section 7(b)(ii) above.

8. Fair Rental Value. Sublease Payments shall be paid by the Owner in consideration of the right of possession of, and the continued quiet use and enjoyment of, the Project and the Site during this Sublease. The Parties have agreed and determined that such total rental is not in excess of the fair rental value of the Project and the Site. In making such determination, consideration has been given to the fair market value of the Project and the Site, other obligations of the Parties under this Sublease (including, but not limited to, costs of maintenance, taxes and insurance), the uses and purposes which may be served by the Project and the Site and the benefits from the Project and Site which will accrue to the Owner and the general public, the ability of the Owner to make additions, modifications and improvements to the Project and the Site which are not inconsistent with the Lease-Leaseback Agreement and which do not interfere with Contractor's work on the Project and Site.

9. Sublease Abatement. Sublease Payments due with respect to the Project shall be subject to abatement prior to the commencement of the use of the Project or during any period in which, by reason of material damage to or destruction of the Project or the Site, there is substantial interference with the use and right of possession by the Owner of the Project and the Site or any substantial portion the Site. For each potential incident of substantial interference, decisions to be made on: (i) whether or not abatement shall apply; (ii) the date upon which abatement shall commence; (iii) the applicable portion of Sublease Payments to be abated and; (iv) the concluding date of the particular abatement, shall all be subject to determinations by the Owner in concert with its insurance provider. Contractor's right to dispute these decisions is not impaired. The amount of abatement shall be such that the Sublease Payments paid by the Owner during the period of Project restoration do not exceed the fair rental value of the usable portions of the Site. In the event of any damage or destruction to the Project or the Site, this Sublease shall continue in full force and effect.

10. Use of Site and Project. During the Sublease Term, Contractor shall provide the Owner with quiet use and enjoyment of the Site without suit or hindrance from Contractor or its assigns. The Owner will not use, operate, or maintain the Site or Project improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by this Sublease. The Owner shall provide all permits and licenses, if any, necessary for the operation of the Project. In addition, the Owner agrees to comply in all respects (including, without limitation, with respect to the time, maintenance and operation of the Project) with laws of all jurisdictions in which its operations involving the Project may extend and any legislative, executive, administrative, or judicial body exercising any power or jurisdiction over the Site or the Project; provided, however, that the Owner may contest in good faith the validity or application of any such law or rule in any reasonable manner which does not, in the opinion of Contractor, adversely affect the estate of Contractor in and to the Site or the Project or its interest or rights under this Sublease. Upon completion of the Project, as defined in the General Conditions, Contractor shall provide the Owner with quiet use and enjoyment of the Site without suit or hindrance from Contractor or its assigns, subject to reasonable interference from ongoing construction operations at the Site by Contractor.

11. Contractor's Inspection/Access to the Site. The Owner agrees that Contractor and any Contractor representative shall have the right at all reasonable times to enter upon the Site or any portion thereof to construct and improve the Project and to examine and inspect the Site and the Project. The Owner further agrees that Contractor and any Contractor representative shall have such rights of access to the Site as may be reasonably necessary to cause the proper maintenance of the Site and the Project in the event of failure by the Owner to perform its obligations under this Sublease.

12. Project Acceptance. The Owner shall perform a final inspection and acknowledge completion of the Work, as set forth in Article 9.7 of the General Conditions. The Owner's governing body shall accept the Work to the extent required by the Contract Documents, including Article 9.7 of the General Conditions. The validity of this Sublease will not be affected by any delay in or failure of completion of the Project.

13. Alterations and Attachments. All permanent additions and improvements that are made to, and as part of, the Project shall belong to and become the property of Contractor until termination of the Contract, subject to the provisions of this Sublease. Separately identifiable attachments added to the Project by the Owner shall remain the property of the Owner.

14. Physical Damage; Public Liability Insurance. The Contractor and the Owner shall maintain such damage and public liability insurance policies with respect to the Project and the Site as are required of them by the Lease-Leaseback Agreement.

15. Taxes. The Owner shall keep the Project and the Site free and clear of all levies, liens, and encumbrances and shall pay all license fees, registration fees, assessments, charges, and taxes (municipal, state, and federal) if applicable, which may now or later be imposed upon the ownership, leasing, renting, sale, possession, or use of the Project and the Site, excluding, however, all taxes on or measured by Contractor's income.

16. Non-Waiver. No covenant or condition to be performed by the Owner or Contractor under this Sublease can be waived except by the written consent of the other Party. Forbearance or indulgence by the Owner or Contractor in any regards whatsoever shall not constitute a waiver of the covenant or condition in question. Until complete performance by the Owner or Contractor of a covenant or condition, the other Party shall be entitled to invoke any remedy available to it under this Sublease or by law or in equity despite that forbearance or indulgence.

17. Assignment. Without the prior written consent of Contractor, the Owner shall not (a) assign, transfer, pledge, or hypothecate this Sublease, the Project and the Site, or any part of them, or any interest in them, or (b) sublet or lend the use of the Project or any part of it, except as authorized by the provisions of the California Civic Center Act, Education Code section 38130 *et seq.* Consent to any of the prohibited acts listed applies only in the given instance and is not a consent to any subsequent like act by the Owner or any other person. Contractor shall not assign its obligations under this Sublease with the exception of its obligations to issue default notices and to convey or reconvey its interest in the Project and Site to the Owner upon full satisfaction of the Owner's obligations under this Sublease; however, Contractor may assign its right, title and interest in the Sublease Payments and other amounts due under this Sublease and the Project in whole or in part to one or more assignees or subassignees at any time with the consent of the Owner which shall not be unreasonably withheld. No assignment shall be effective as against the Owner unless the Owner is so notified in writing. The Owner shall pay all Sublease Payments according to the direction of Contractor or the assignee named in the most recent assignment or notice of assignment. During the Sublease Term, the Owner shall keep a complete and accurate record of all such assignments. Subject always to the foregoing, this Sublease inures to the benefit of, and is binding upon, the heirs, legatees, personal representatives, successors, and assigns of the Parties.

18. Release of Liens.

(a) Upon termination of the Contract, Contractor or its assignee and the Owner shall release Contractor's leasehold interest in the Project.

(b) Contractor shall authorize, execute, and deliver to the Owner all documents reasonably requested by the Owner to evidence (i) the release of any and all liens created under this Sublease and the Site Lease, and (ii) any other documents required to terminate the Site Lease and this Sublease.

19. Severability. If a court of competent jurisdiction shall hold any provision of this Sublease invalid or unenforceable, such holding shall not invalidate or render unenforceable any other provision of this

Sublease, unless elimination of such provision materially alters the rights and obligations embodied in this Sublease.

20. Entire Agreement. This Sublease, the Site Lease, the Lease-Leaseback Agreement, and the Contract Documents that make up the "Contract" constitute the entire agreement between the Parties with respect to the Project, and it shall not be amended, altered, or changed except by a written agreement signed by both Parties.

21. Headings. The captions or headings in this Sublease are for convenience only and in no way define, limit or describe the scope or intent of any provisions of this Sublease.

22. Time. Time is of the essence in this Sublease and all of its provisions.

23. Sublease Interpretation. This Sublease and the rights of the Parties under it shall be governed by and construed in accordance with the laws of California.

24. Execution in Counterparts. This Sublease may be simultaneously executed in multiple counterparts, each of which shall be deemed an original and all of which shall constitute but one and the same instrument.

25. Terms Not Defined. Capitalized terms used in this Sublease that are not defined shall have the same meaning as in the Lease-Leaseback Agreement, General Conditions, or other Contract Documents.

CONTRACTOR:

Flint Builders, Inc.

BY: _____

TITLE: President

BY: _____

TITLE: Corporate Secretary

OWNER:

Western Placer Unified School District

BY: _____

Audrey Kilpatrick
Assistant Superintendent, Business and Operations

EXHIBIT A

SCHEDULE OF SUBLEASE PAYMENTS

The Total Sublease Amount shall be \$86,000,000.00.

The Schedule of Sublease Payments shall be as follows:

See Attached Lease Payment Schedule

<u>Payment No.</u>	<u>Date Payment Is Due</u>	<u>Amount of Payment</u>
1	_____, 20__	\$ _____.
2	_____, 20__	_____.
3	_____, 20__	_____.
4	_____, 20__	_____.
5	_____, 20__	_____.
6	_____, 20__	_____.
7	_____, 20__	_____.
8	_____, 20__	_____.
9	_____, 20__	_____.
10	_____, 20__	_____.

CONTRACTOR:

Flint Builders, Inc.

BY: _____

TITLE: President

OWNER:

Western Placer Unified School District

BY: _____

Audrey Kilpatrick

Assistant Superintendent, Business and Operations

BY: _____

TITLE: Corporate Secretary

LEASE PAYMENT SCHEDULE

LEASE PAYMENT				
#	LEASE PAYMENT DATE	CONTRACT AMOUNT	% COMPLETE	TOTAL TO DATE
1	LEASE PAYMENT #1 - APRIL 2019	\$ 3,185,185.19		
2	LEASE PAYMENT #2 - MAY 2019	\$ 3,185,185.19		
3	LEASE PAYMENT #3 - JUNE 2019	\$ 3,185,185.19		
4	LEASE PAYMENT #4 - JULY 2019	\$ 3,185,185.19		
5	LEASE PAYMENT #5 - AUGUST 2019	\$ 3,185,185.19		
6	LEASE PAYMENT #6 - SEPTEMBER 2019	\$ 3,185,185.19		
7	LEASE PAYMENT #7 - OCTOBER 2019	\$ 3,185,185.19		
8	LEASE PAYMENT #8 - NOBEMBER 2019	\$ 3,185,185.19		
9	LEASE PAYMENT #9 - DECEMBER 2019	\$ 3,185,185.19		
10	LEASE PAYMENT #10 - JANUARY 2019	\$ 3,185,185.19		
11	LEASE PAYMENT #11 - FEBRUARY 2020	\$ 3,185,185.19		
12	LEASE PAYMENT #12 - MARCH 2020	\$ 3,185,185.19		
13	LEASE PAYMENT #13 - APRIL 2020	\$ 3,185,185.19		
14	LEASE PAYMENT #14 - MAY 2020	\$ 3,185,185.19		
15	LEASE PAYMENT #15 - JUNE 2020	\$ 3,185,185.19		
16	LEASE PAYMENT #16 - JULY 2020	\$ 3,185,185.19		
17	LEASE PAYMENT #17 - AUGUST 2020	\$ 3,185,185.19		
18	LEASE PAYMENT #18 - SEPTEMBER 2020	\$ 3,185,185.19		
19	LEASE PAYMENT #19 - OCTOBER 2020	\$ 3,185,185.19		
20	LEASE PAYMENT #20 - NOBEMBER 2020	\$ 3,185,185.19		
21	LEASE PAYMENT #21 - DECEMBER 2020	\$ 3,185,185.19		
22	LEASE PAYMENT #22 - JANUARY 2020	\$ 3,185,185.19		
23	LEASE PAYMENT #23 - FEBRUARY 2021	\$ 3,185,185.19		
24	LEASE PAYMENT #24 - MARCH 2021	\$ 3,185,185.19		
	LEASE TAIL	3 MONTHS		
25	LEASE PAYMENT #25 - APRIL 2021	\$ 3,185,185.19		
26	LEASE PAYMENT #26 - MAY 2021	\$ 3,185,185.19		
27	LEASE PAYMENT #27 - JUNE 2021	\$ 3,185,185.19		
		\$ 86,000,000.00		

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES 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:

Approve plan for use of
Low Performing Student Block Grant Funds

AGENDA ITEM AREA:

Action

REQUESTED BY:

Kerry Callahan 
Assistant Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

Low Performing Student Block Grant

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Low-Performing Student Block Grant (LPSBG) allocates \$300 million for LEAs, including county offices of education (COEs), school districts, and charter schools (both directly and locally funded) for the benefit of identified students during fiscal year (FY) 2018–19. These funds are designated to address the persistent achievement gap in California's public schools, and to provide resources and evidence-based practices to initiate and sustain authentic systemic change in accordance with Education Code Title 2, Division 3, Part 24, Chapter 3.2, Section 41570.

As a condition of receiving LPSBG funds, an eligible school district, COE, or charter school is required to develop a plan describing how the funds will increase or improve evidence-based services for the pupils identified to accelerate increases in academic achievement, and how the effectiveness of services will be measured. The plan shall include information regarding how the services align with and are described in the school district's local control and accountability plan (LCAP), the county superintendent's LCAP, or the charter school's LCAP. In order to ensure community and stakeholder input, the plan shall be discussed and adopted at a regularly scheduled meeting by the governing board of the school district, county board of education, or governing body of the charter school. Funds allocated to eligible LEAs shall be used for evidence-based services that directly support pupil academic achievement. As identified in *EC* Section 41570(e), eligible activities include, but are not limited to professional development activities for certificated staff, instructional materials, and/or additional supports for pupils.

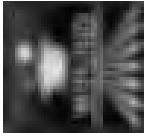
In Western Placer, 282 students met the criteria of low performing, which resulted in a grant award of \$557,239. We anticipate a second allocation of at least as much as the aforementioned amount.

WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

Enclosed is our plan for use of these funds to increase achievement of our low-performing students. The plan accounts for only the first allocation of \$557,239. If additional funds are received, they will be distributed in alignment with our LCAP and this plan to further enhance our services for low-performing students.

RECOMMENDATION:

Administration recommends the Board approve the Plan for use of Low Performing Student Block Grant Funds.



**Plan for Use of Low-Performing Student Block Grant Funds
January 2019 through June 2021**

Action	Description	LCAP Alignment	Timeline	Expenditure(s)	Total Cost
Indirect Costs	Overhead expenses to manage the grant funds	NA	NA	Indirect Costs	\$30,099
Develop and Implement Multi-Tiered Systems of Support (MTSS)	A District MTSS Coordinator will support the District and school sites in developing and implementing MTSS District-wide.	Goals 1, 3, & 4	Aug 2019 to June 2021	Certificated Salaries Employee Benefits	\$127,140
Provide Professional Development for Teachers and other Instructional Support Staff	Teachers and other instructional support staff will be provided training to build capacity in supporting underperforming students. Training will include, but not be limited to effective first instruction; gathering and analyzing student assessment data; identifying students needing additional supports; planning for and implementing targeted interventions; and assessing effectiveness of interventions and growth in student achievement. Training will target teaching and learning in English language arts and math.	Goals 1, 3, & 4	June 2019 to June 2021	Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operating Expenditures	\$100,000
Provide Materials and other Resources to Support Underperforming Students	Materials and resources for assessing students, identifying underperforming students, providing targeted interventions, and continually monitoring student progress in English language arts and math will be provided. Priority will be placed on math, as it is the greatest area of need.	Goals 1, 3, & 4	Aug 2019 to June 2021	Books and Supplies Services and Other Operating Expenses	\$120,000
Provide Additional Supports for Underperforming Students	Additional staffing or other resources will be allocated to support schools in providing targeted interventions for students. Interventions in math will be the priority.	Goals 1, 3, & 4	Aug 2019 to June 2021	Certificated Salaries Classified Salaries Employee Benefits Books and Supplies Services and Other Operating Expenditures	\$180,000

TOTAL = \$557,239

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES 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:

Approve Resolution No. 18/19.24
Authorizing the Reduction in Certificated Staff due to
Elimination of Particular Kinds of Service

AGENDA ITEM AREA:

Action

REQUESTED BY:

Gabe Simon, Ed.D.,
Assistant Superintendent of
Personnel Services *GS*

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

Title One

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Pursuant with Education Code sections 44949 and 44955, the California Education Code requires action by the governing Board if the services of certificated staff are to be reduced or eliminated in order to permit the layoff of certificated employees.

RECOMMENDATION:

Administration recommends the Board of Trustees approve Resolution No. 18/19.24 authorizing the elimination of a .5 FTE Title One Reading/Elementary Teacher position.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution 18/19.24

**Reduction in Certificated Staff Due
to Elimination of Particular
Kinds of Service**

WHEREAS, Sections 44949 and 44955 of the California Education Code require action by the governing board if the services of certificated staff are to be reduced or eliminated in order to permit the layoff of certificated employees.

NOW, THEREFORE, BE IT RESOLVED by the Board that:

1. The services set forth in Exhibit "A" shall be reduced or eliminated at the close of the 2018-2019 school year for the 2019/2020 school year (Certificated Employee, Resolution 18/19.24).
2. The Board has considered anticipated certificated employee attrition (resignation, retirements, non-reelections, temporary teacher releases, etc.). Nevertheless, it is still necessary to terminate certificated full-time equivalent positions as referenced in Exhibit "A."
3. It will be necessary to retain the services of certificated employees, regardless of seniority, who possess qualifications and competencies needed in the projected educational program for the 2019/2020 school year which are not possessed by more senior employees thereby subject to layoff. This includes, but is not limited to, the following qualifications and competencies:
 - CLAD, BCLAD or equivalent
 - Number of valid credentials
4. The Superintendent, or designee, is authorized and directed to send notice(s) of recommendation of non-reemployment pursuant to Sections 44949 and 44955 of the California Education Code to any employee whose services shall be terminated by virtue of this Resolution.

THIS RESOLUTION was passed and adopted by the Board at a regular meeting held on the 19th day of February 2019, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed and approved by me after its passage.

President - Board of Trustees

ATTEST:

Clerk - Board of Trustees

**PARTICULAR KINDS OF SERVICES (PKS) TO BE REDUCED
OR ELIMINATED
AT CLOSE OF 2018/2019 SCHOOL YEAR**

00061137.1

**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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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:

Renewal of John Adams Academy Lincoln

AGENDA ITEM AREA:

Information/Discussion

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Superintendent

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

John Adams Academy Lincoln has submitted their charter renewal. An analysis will be presented to the Board. On March 5, 2019, the Board will be asked to take action. The documents submitted to the District are available online at <http://www.wpusd.org/documents/SCHOOL%20BOARD/School%20Board%20Folder/Archive%2019/John%20Adams%20Academy%20Lincoln.pdf>

RECOMMENDATION:

Administration recommends discussion of the renewal.

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

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

SUBJECT:

Naming of Facility

AGENDA ITEM AREA:

Discussion

REQUESTED BY:

Scott Leaman, Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Superintendent

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Board is considering modification of the current Facility Naming Board Policy. After discussion at the last Board meeting, additional changes were made.

RECOMMENDATION:

Administration recommends discussion of the naming policy.

The Governing Board shall name district schools and other district-owned or leased buildings, grounds, and facilities in recognition of:

1. Individuals, living or deceased, and entities that have made outstanding contributions, including financial contributions, to the school community
2. Individuals, living or deceased, who have made contributions of statewide, national, or worldwide significance
3. The geographic area in which the school or building is located

Name Suggestion Collection

The Board encourages community participation in the process of selecting names. **Suggested names will be collected from the public through any appropriate method determined by the Board. The Board shall review all name suggestions for the Board's final consideration.**

Name Suggestions Submitted to the Board

All name suggestions will be submitted to the Board to allow for initial public input.

Process and Name Selection

Selection of a name is the prerogative of the Board. The Board will select one of the processes below to select the name:

1. **The Board discusses and considers all community submitted names and selects a name.**
2. **The Superintendent makes a recommendation to the Board based on the names submitted from the community.**
3. **An ad hoc committee is formed to aid in recommending a name. The committee shall include district staff, parents, students and the community. The committee shall be responsible for receiving and screening name suggestions, and submitting recommendations to the Superintendent for the Board's consideration and adoption.**
4. **Another process the Board selects.**

Final Name Adoption

Before adopting any proposed name, the Board shall hold a public hearing at which members of the public will be given an opportunity to provide input.

(cf. 9320 - Meetings and Notices)

Renaming of Facilities

The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.

(cf. ~~1220~~ - Citizen Advisory Committees)

Any name adopted for any new school shall not be so similar to the name of any existing district school as to result in confusion to members of the community.

~~Before adopting any proposed name, the Board shall hold a public hearing at which members of the public will be given an opportunity to provide input.~~

(cf. ~~9320~~ - Meetings and Notices)

When naming or renaming a district school, building, or facility, the Board may specify the duration for which the name shall be in effect.

Memorials

Upon request, the Board shall consider planting commemorative trees, erecting monuments, or dedicating buildings, parts of buildings, athletic fields, gardens, or other district facilities, in memory of deceased students, staff members, community members, and benefactors of the district.

Naming Rights

The Board may grant to any person or entity the right to name any district building or facility. In doing so, the Board shall enter into a written agreement which shall:

1. Specify the benefits to the district from entering into the agreement
2. State the roles and responsibilities of the parties to the agreement, including whether or not the Board shall retain the power to approve any proposed name
3. Provide details related to the naming right granted, including the building, grounds, or facility involved and the duration for which the name shall be in effect
4. Prohibit any message, image, or other depiction that advocates or endorses the use of drugs, tobacco, or alcohol, encourages unlawful discrimination against any person or group, or promotes the use of violence or the violation of any law or district policy

(cf. 0410 - Nondiscrimination in District Programs/Activities)

(cf. 1325 - Advertising/Promotions)

(cf. 3290 - Gifts, Grants and Bequests)

5. Reserve the authority to terminate the naming right if it determines that the grantee, subsequent to receiving the naming right, has engaged in any of the prohibited acts stated in item #4 above or other criminal or unlawful acts that might bring the district into disrepute

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Policy WESTERN PLACER UNIFIED SCHOOL DISTRICT

adopted: September 4, 2007 Lincoln, California

revised: September 16, 2014

revised: May 15, 2018

**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:

Extension of Contract and Appointment of Deputy
Superintendent

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman

ENCLOSURES:

Yes

DEPARTMENT:

Superintendent

FINANCIAL INPUT/SOURCE:

All

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

Based on a performance evaluation by the Superintendent, the following contract extension is being forwarded to the Board:

- Kerry Callahan, Assistant Superintendent of Educational Services - one-year extension to June 30, 2021.

In addition, the Superintendent is recommending a title change from Assistant Superintendent of Educational Services to Deputy Superintendent, Educational Services for Ms. Callahan. The Deputy Superintendent will receive the same remuneration and benefits as District Assistant Superintendents.

RECOMMENDATION:

Approve the contract extension and title change.

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

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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:

Adoption of Revised/New
Exhibits/Policies/Regulations

AGENDA ITEM AREA:

Action

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

February 19, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

These new and/or revised exhibits/policies/regulations are now being presented for approval by the Board of Trustees.

- BP/AR 5144 – Discipline
- BP 5146 – Married/Pregnant/Parenting Students
- AR 6173.2 – Education of Children of Military Families
- BP/AR 6175 – Migrant Education Program
- AR 6183 – Home and Hospital Instruction

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Exhibits, Policies, and Regulations as submitted.

POLICY GUIDESHEET

December 2019

Page 1 of 1

Note: Descriptions below identify major revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

BP/AR 5144 - Discipline

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline. Regulation updated to revise section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention.

BP 5146 - Married/Pregnant/Parenting Students

(BP revised)

Policy updated to reflect **NEW LAW (AB 2289)** which requires notification to parents/guardians and to pregnant and parenting students of their rights under the law; authorizes an excused absence for a parenting student to care for a sick child without a physician's note; provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician; and authorizes the use of uniform complaint procedures for complaints alleging noncompliance with the law.

AR 6173.2 - Education of Children of Military Families

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2949)** which allows a child of a military family to continue attending the school of origin regardless of any change of residence of the family. Regulation also adds new section on "Transportation" reflecting AB 2949, which authorizes, but does not require, districts to provide transportation to enable a child of a military family to attend the school or district of origin.

BP/AR 6175 - Migrant Education Program

(BP/AR revised)

Policy updated to include priorities for migrant education services, as amended by the federal Every Student Succeeds Act, and provision of services to private school students, formerly in AR. Policy also adds language encouraging the superintendent to annually report to the board regarding the performance of migrant students. Regulation updated to add definition of "migrant student" and add new section on "Summer School" reflecting requirement for any district receiving federal migrant education funding to conduct summer school programs for eligible migrant students. New section on "Applicability of Graduation Requirements" reflects **NEW LAW (AB 2121)** which, under certain conditions, exempts migrant students who transfer between schools in grades 11-12 from district-established graduation requirements.

AR 6183 - Home and Hospital Instruction

(AR revised)

Regulation reorganized and updated to reflect **NEW LAW (AB 2109)** which expands the parental notification to include information regarding student eligibility for individual instruction and the duration of such instruction, requires that individual instruction in a student's home begin within five days of determining a student's eligibility, provides that students receiving individual instruction in a hospital for a partial week are eligible to attend school on days that they are not at the hospital, and provides that the absences of a temporarily disabled student must be excused until the student is able to return to the regular school program.

Board Approved: February 19, 2019

DISCIPLINE

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and **achievement and desires to** preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/**guardian** involvement can minimize the need for ~~discipline~~ **disciplinary** measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

DISCIPLINE (continued)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 – Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 – Sexual harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing ~~classroom management~~ **the** skills needed to effectively **and equitably** implement the disciplinary strategies adopted for district schools, including, but not limited to, **knowledge of consistent** school and classroom management skills **and their consistent application**, effective accountability and positive intervention techniques, **and the tools to form development** of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety **and**

DISCIPLINE (continued)

connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32288 *School safety plans*

35146 *Closed sessions*

35291 *Rules*

35291.5-35291.7 *School-adopted discipline rules*

37223 *Weekend classes*

44807.5 *Restriction from recess*

48900-48926 *Suspension and expulsion*

48980-48985 *Notification of parents or guardians*

49005-49006.4 Seclusion and restraint

49330-49335 *Injurious objects*

49550-49562 *Meals for needy students*

52060-52077 *Local control and accountability plan*

CIVIL CODE

1714.1 *Parental liability for child's misconduct*

CODE OF REGULATIONS, TITLE 5

307 *Participation in school activities until departure of bus*

353 *Detention after school*

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

1751-1769j *School Lunch Program*

1773 *School Breakfast Program*

Management Resources: (see next page)

DISCIPLINE (continued)

Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015

The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy
adopted: September 4, 2007
revised: August 19, 2014
revised: October 16, 2018
revised: February 5, 2019

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

DISCIPLINE**Site-Level Rules**

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the **principal or designee** ~~school~~ shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For ~~middle~~ **junior high** and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

~~The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of its rules with the Superintendent or designee.~~

~~The rules shall be consistent with law, Board of Trustees policy and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)~~

Each school rules shall be communicated to students clearly and in an age-appropriate manner. ~~review its site-level discipline rules at least every four years.~~

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

DISCIPLINE (continued)*Disciplinary Strategies*

~~Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:~~

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference **between school staff and the student and with** parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student **to the school counselor and other school support service personnel for case management** ~~for advice and counseling~~

(cf. 5138 – Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. **Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians**
~~Recess restriction~~

(cf. 6164.5 – Student Success Teams)

4. **When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan** ~~Detention during and after school hours~~

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education under Section 504)

5. **Enrollment in a program for teaching prosocial behavior or anger management**
~~Community service~~

6. **Participation in a restorative justice program** ~~Reassignment to an alternative educational environment~~

DISCIPLINE (continued)

~~7. Removal from the class in accordance with Board policy, administrative regulation and law~~

~~8. When applicable, referral for a comprehensive psychosocial or psycho-educational assessment, including for purposes of creating an individualized education plan or 504~~

79. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. **Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably**

9. **Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner**

10. **After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups**

(cf. 5148.2 - Before/After School Programs)

11. **Recess restriction as provided in the section below entitled "Recess Restriction"**

12. **Detention after school hours as provided in the section below entitled "Detention After School"**

13. **Community service as provided in the section below entitled "Community Service"**

14. **In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities**

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. **Reassignment to an alternative educational environment**

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

DISCIPLINE (continued)

160. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Corporal Punishment

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)~~

~~For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)~~

~~*(cf. 4158/4258/4358 - Employee Security)*~~

~~*(cf. 5131.7 - Weapons and Dangerous Instruments)*~~

Recess Restriction

~~A teacher may restrict a student's recess time only when he/she they believes that this action is the most effective way to bring about improved behavior.;~~ **When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:**

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. **The student's** ~~Teachers~~ shall inform the principal of any recess restrictions they imposed.

DISCIPLINE (continued)**Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day, **or until the departure of the school bus to which they have been assigned if applicable.** (5 CCR 307, 353)

~~If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.~~

~~In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)~~

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, ~~at his/her discretion,~~ require a student to perform community service **during non-school hours** on school grounds or, with written permission of the student's parent/guardian, off school grounds, ~~during nonschool hours.~~ Such service may include, but is not limited to, community or school outdoor beautification, **community or** campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. ~~pursuant to this section.~~ (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code **35291**, 48980)

DISCIPLINE (continued)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the **disciplinary** rules ~~related to discipline~~ to transfer students at the time of their enrollment in the district.

Regulation
approved: September 4, 2007
revised: August 19, 2014
revised: February 5, 2019

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

MARRIED/PREGNANT/PARENTING STUDENTS

The Board of Trustees recognizes that **responsibilities related to early marriage, pregnancy, or parenting;** and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and to promote the healthy development of their children.

(cf. 5113.1 – Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6146.1 – High School Graduation Requirements)

(cf. 6146.11 – Alternative Credits Toward Graduation)

(cf. 6146.2 – Certificate of Proficiency/High School Equivalency)

(cf. 6164.5 – Student Success Teams)

The district shall not ~~discriminate against~~ **exclude or deny** any student **from any educational program or activity, including any class or extracurricular activity, solely** on the basis of the student's ~~marital status;~~ pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. **In addition, the district shall not adopt any rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.** (Education Code 221, 51, 230; 5 CCR 4950; 34 CFR 106.40)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall annually notify parents/guardians at the beginning of the school year of the rights and options available to pregnant and parenting students under the law. In addition, pregnant and parenting students shall be notified of the rights and options available to them under the law through annual school year welcome packets and through independent study packets. (Education Code 222.5, 48980)

(cf. 5145.6 - Parental Notifications)

For school-related purposes, a ~~married~~ student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in ~~any comprehensive school~~ **the regular education program** or ~~educational~~ **an alternative education** programs. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or ~~his/her~~ **student's** child.

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Any **alternative** education program, ~~or activity, or course that is offered separately to pregnant or parentings students~~, including any class or extracurricular activity, ~~that is offered separately to such students~~ shall be **equal comparable** to that offered to other district students. A student's participation in such programs shall be voluntary. (**Education Code 221.51; 5 CCR 4950 34 CFR 106.40**)

(cf. 6142.7 – Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As ~~If~~ required for ~~other~~ students with **any other physical or emotional conditions or temporary disabilities disabling condition**, the Superintendent or designee may require a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician **or nurse practitioner** indicating that **the student she** is physically and emotionally able to **continue participatione in the regular an** educational program or activity. (**Education Code 221.51; 5 CCR 4950; 34 CFR 106.40**)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6183 - Home and Hospital Instruction)

To the extent feasible, ~~educational and related support services~~ **the district** shall be provided **educational and related support services**, either **directly through the district** or in collaboration with community agencies and organizations, to meet the needs of pregnant and parenting students and their children. Such services may include, but are not limited to:

1. Child care and development services for the children of parenting students on or near school site(s) during the school day and during school-sponsored activities

(cf. 1020 – Youth Services)

(cf. 5148 - Child Care and Development)

2. Parenting education and life skills instruction

3. Special school nutrition supplements for pregnant and lactating students pursuant to Education Code 49553, 42 USC 1786, and 7 CFR 246.1-246.28

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

4. Health care services, including prenatal care

(cf. 5141.6 - School Health Services)

5. Tobacco, alcohol, and/or drug prevention and intervention services

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

6. Academic and personal counseling

(cf. 6164.2 - Guidance/Counseling Services)

7. Supplemental instruction to assist students in achieving grade-level academic standards and progressing toward graduation

(cf. 6179 - Supplemental Instruction)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students shall receive related professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Absences

Pregnant or parenting students may be excused for absences ~~for related to confidential medical appointments and other purposes specified in accordance with~~ BP/AR 5113 - Absences and Excuses.

A student shall be excused for absences to care for a sick child for whom the student is the custodial parent. A note from a physician shall not be required for such an absence. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Parental Leave

A pregnant or parenting student shall be entitled to eight weeks of parental leave in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Such leave may be taken before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction. The Superintendent or designee may grant parental leave beyond eight weeks if deemed medically necessary by the student's physician. (Education Code 46015; 34 CFR 106.40)

The student, if age 18 years or older, or the student's parent/guardian shall notify the school of the student's intent to take parental leave. No student shall be required to take all or part of the parental leave. (Education Code 46015)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

When a student takes parental leave, the attendance supervisor shall ensure that absences from the regular school program are excused until the student is able to return to the regular school program or an alternative education program. A pregnant or parenting student shall not be required to complete academic work or other school requirements during the period of the parental leave. (Education Code 46015)

(cf. 5113.11 - Attendance Supervision)

Following the leave, a pregnant or parenting student may elect to return to the school and the course of study in which the student was enrolled before taking parental leave or to an alternative education option provided by the district. Upon return to school, a pregnant or parenting student shall have opportunities to make up work missed during the leave, including, but not limited to, makeup work plans and reenrollment in courses. (Education Code 46015)

When necessary to complete high school graduation requirements, the student may remain enrolled in school for a fifth year of instruction, unless the Superintendent or designee makes a finding that the student is reasonably able to complete district graduation requirements in time to graduate by the end of the fourth year of high school. (Education Code 46015)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

~~The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)~~

~~*(cf. 5112.3 - Student Leave of Absence)*~~

~~A parenting student may request exemption from attendance because of personal services that must be rendered to a dependent.~~

~~*(cf. 5112.1 - Exemptions from Attendance)*~~

Reasonable Accommodations

When necessary, the district shall provide reasonable accommodations to **enable a pregnant and or parenting students to enable them to** access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

(cf. 6183—Home and Hospital Instruction)

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

Complaints

~~Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3—Uniform Complaint Procedures.~~

Any complaint alleging **discrimination on the basis of pregnancy or marital or parental status**, district noncompliance with the requirements of **Education Code 46015**, or **district noncompliance with the requirement** to provide reasonable accommodations for lactating students **shall be addressed through the** ~~also may be filed in accordance with the~~ district's **uniform complaint** procedures in **accordance with 5 CCR 4600-4670 and BP/AR 1312.3 - Uniform Complaint Procedures**. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222; **46015**; 5 CCR 4600-~~4670~~**4687**)

(cf. 1312.3 - Uniform Complaint Procedures)

MARRIED/PREGNANT/PARENTING STUDENTS (continued)**Program Evaluation**

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on **student** participation ~~rates~~ in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6190 – Evaluation of the Instructional Program)

~~Pregnancy Prevention Program~~

~~When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.~~

~~*(cf. 6183 – Home and Hospital Instruction)*~~

*Legal Reference:*EDUCATION CODE

221.51 Nondiscrimination; married, pregnant, and parenting students

222 Reasonable accommodations; lactating students

222.5 Pregnant and parenting students, notification of rights

230 Sex discrimination

8200-8498 Child Care and Development Services Act

46015 Parental leave

48205 Excused absences

48206.3 Temporary disability, definition

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

48980 Parental notifications

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

54740-54749 Cal-Safe Program for pregnant and parenting students

CIVIL CODE

51 Unruh Civil Rights Act

MARRIED/PREGNANT/PARENTING STUDENTS (continued)

Legal Reference: (continued)

FAMILY CODE

7002 Description of emancipated minor

HEALTH AND SAFETY CODE

104460 Tobacco prevention services for pregnant and parenting students

CODE OF REGULATIONS, TITLE 5

4600-4670~~87~~ Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 *Ops. Cal. Atty. Gen.* 168 (2004)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Pregnant Students and Confidential Medical Services, 2013

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements 2012

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org>

U.S. Department of Agriculture, Women, Infants, and Children Program: <http://www.fns.usda.gov/wic>

U.S. Department of Education: <http://www.ed.gov>

Policy
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WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

EDUCATION OF CHILDREN OF MILITARY FAMILIES

Children of military families are school-aged children in the household of: (Education Code 49701)

1. Members who are in full-time duty status in the active uniformed service of the United States, including any member of the National Guard and Reserve on active duty order pursuant to 10 USC 1209 or 1211
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired, for one year after their medical discharge or retirement
3. Members of the uniformed services who have died while on active duty or as a result of injuries sustained on active duty, for one year after their death

Enrollment and Residency

The Superintendent or designee shall facilitate the enrollment of children of military families and ensure that they are not placed at a disadvantage due to difficulty in the transfer of their records from previous school districts and/or variations in entrance or age requirements. (Education Code 49701)

A child of a military family shall be deemed to meet district residency requirements if his/her parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state. The Superintendent or designee shall accept electronic submission of such a student's application for enrollment, including enrollment in a specific school or program within the district, and for course registration. (Education Code 48204.3)

(cf. 5111.1 - District Residency)

When a child of a military family is transferring into the district, the Superintendent or designee ~~may~~ **shall** enroll the ~~child~~ **student** based on **unofficial education records, if official records are not yet available.** ~~the child's placement in the previous district, pending receipt of the child's records.~~ Upon enrollment, the Superintendent or designee shall immediately request the student's **official** records from the student's previous district. The Superintendent or designee shall allow the student 30 days from the date of enrollment to obtain all required immunizations. (Education Code 49701)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

(cf. 5141- Health Care and Emergencies)

(cf. 5141.31- Immunizations)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

A child of a military family shall be allowed to continue attending the school of origin, regardless of any change of residence of the family during that school year, for the duration of the student's status as a child of a military family. (Education Code 48204.6)

To provide a child of a military family the benefit of matriculating with peers in accordance with the established feeder patterns of the district, the following shall apply: (Education Code 48204.6)

- 1. If the student is transitioning between grade levels, the student shall be allowed to continue in the school district of origin in the same school attendance areas.**
- 2. If the student is transitioning to a middle or high school and the school designated for matriculation is in another district, the student shall be allowed to continue to the school designated for matriculation in that school district.**

The principal or designee of the new school shall ensure that the student is immediately enrolled even if the student has outstanding fees, fines, textbooks, or other items or moneys due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records, including, but not limited to, records or other proof of immunization history pursuant to Health and Safety Code 120325-120480, proof of residency, other documentation, or school uniforms. (Education Code 48204.6)

If the student's status changes during a school year due to the end of military service of the student's parent/guardian, the following shall apply: (Education Code 48204.6)

- 1. If the student is in grades K-8, the student shall be allowed to continue attending the school of origin through the duration of that academic school year.**
- 2. If the student is in high school, the student shall be allowed to continue attending the school of origin through graduation.**

A child of an active military duty parent/guardian shall not be prohibited from transferring out of the district, if the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

(cf. 5117 – Interdistrict Attendance)

When a child of a military family is transferring out of the district, the Superintendent or designee shall provide the student's parents/guardians with a complete set of the student's records or, if the official student record cannot be released, an unofficial or "hand-carried"

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

record. Upon request from the new district, the Superintendent or designee shall provide a copy of the student's record to the new district within 10 days. (Education Code 49701)

Transportation

The Superintendent or designee may, but is not required to, provide transportation to enable a child of a military family to attend the school of origin or to matriculate to a feeder school as described above, except when indicated in the individualized education program (IEP) of a student with a disability or otherwise required by federal law. (Education Code 48204.6)

Placement

Whenever a student's parent/guardian is serving on active duty or has been discharged from military service within the last year and the student transfers to a new school as the direct result of the military transfer or discharge, the Superintendent or designee may, prior to the receipt of official transcript(s) or the arrival of the student, review the student's coursework to date, including any unofficial transcript(s), to determine the appropriate placement of the student in classes. The evaluation shall also include communication with school counselors and teachers at the former school by videoconferencing, email, and/or telephone calls. (Education Code 51251)

The Superintendent or designee shall initially honor the placement of any child of a military family in educational courses and programs based on the child's enrollment and/or assessment in his/her previous school. The Superintendent or designee may, to the extent permitted by Board policy, waive course or program prerequisites, preconditions, and/or application deadlines when making decisions regarding placement of children of military families and their eligibility for extracurricular academic, athletic, and social activities. (Education Code 49701)

(cf. 6141.5 - Advanced Placement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

When a child of a military family transferring into the district has been identified as an individual with a disability pursuant to 20 USC 1400-1482, the Superintendent or designee shall provide comparable services ~~to the student based on his/her~~ **the student's** current (IEP) individualized education program. In addition, when the child of a military family transferring into the district is eligible for services under Section 504 of the federal Rehabilitation Act, the Superintendent or designee shall make reasonable accommodations and modifications to address the needs of the student subject to the student's existing Section

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

504 plan. The district may authorize subsequent evaluations of the student to ensure appropriate placement. (Education Code 49701)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

Transfer of Coursework and Credits

When a child of a military family transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a nonpublic, nonsectarian school or agency, or a juvenile court school and shall not require the student to retake the course. (Education Code 51225.2)

(cf. 6146.3 - Reciprocity of Academic Credit)

(cf. 6159.2 - Nonpublic, Nonsectarian School or Agency Services for Special Education)

If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take only the portion of the course ~~that he/she did not complete at his/her the~~ previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the student's parent/guardian, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued, the student shall be enrolled in the same or equivalent course, if applicable, so that ~~he/she the~~ **student** may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a child of a military family from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Absences

When a student's parent/guardian is an active duty member and is called to duty ~~for~~, is on leave from, or is immediately returned from deployment to a combat zone or to combat support posting, the Superintendent or designee may grant additional excused absences to the student to visit with his/her parent/guardian. (Education Code 49701)

(cf. 5113 - Absences and Excuses)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)**Graduation Requirements**

To obtain a high school diploma, a child of a military family shall complete all courses required by Education Code 51225.3 and **shall generally** fulfill any additional graduation requirements prescribed by the Board of Trustees.

(cf. 6146.1 - High School Graduation Requirements)

However, when a child of a military family who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, ~~he/she~~ **the student** shall be exempted from all district-adopted coursework and other district-established graduation requirements, ~~unless the district makes a finding that~~ **are in addition to the statewide coursework requirements specified in Education Code 51225.2, unless the district makes a finding that** the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of ~~his/her~~ **the** fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student and ~~his/her~~ parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a child of a military family pursuant to Education Code 49701. (Education Code 51225.1)

To determine whether a child of a military family is in ~~his/her~~ third or fourth year of high school, the district shall use either the number of credits ~~he/she~~ has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies ~~him/her~~ **the student for the** exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any child of a military family who is granted an exemption and ~~his/her~~ **the student's** parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a child of a military family to transfer schools in order to qualify for an exemption, and no child of a military family or his/her parent/guardian shall be permitted to request a transfer solely to qualify for an exemption. (Education Code 51225.1)

If a child of a military family is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a child of a military family ~~or if he/she transfers to another~~ **while enrolled in school or upon transfer to another school or** school district. (Education Code 51225.1)

EDUCATION OF CHILDREN OF MILITARY FAMILIES (continued)

If the Superintendent or designee determines that a child of a military family is reasonably able to complete district graduation requirements within ~~his/her~~ a fifth year of high school, **the Superintendent or designee** ~~he/she~~ shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, ~~his/her~~ **the student's** parent/guardian of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect ~~his/her~~ **the student's** ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student, or with the parent/guardian if the student is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Notification and Complaints

Information regarding the educational rights of children of military families, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of children of military families, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation
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revised: February 6, 2018
revised: February 5, 2019

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

MIGRANT EDUCATION PROGRAM

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. The Superintendent or designee shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.6 - School Health Services)

(cf. 5147 - Dropout Prevention)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

(cf. 6011 - Academic Standards)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ensure that each migrant student is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board

MIGRANT EDUCATION PROGRAM (continued)

shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition against discrimination

234.7 Student protections relating to immigration and citizenship status

51225.1 Exemption from district graduation requirements

51225.3 High school graduation, course requirements

54440-54445 Migrant education program

CODE OF REGULATIONS, TITLE 5

3080 Application of uniform complaint procedures

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

6311 Title I state plan

6381-6381k Even Start family literacy program

6391-6399 Education of migrant students

7881 Services for private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.81-200.89 Migrant education program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2017 State Service Delivery Plan

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Education of Migratory Children Under Title I, Part C of the Elementary and Secondary Education

Act of 1965, Non-Regulatory Guidance, rev. March 2017

WEB SITES

California Department of Education, Migrant Education Office: <http://www.cde.ca.gov/sp/me>

U.S. Department of Education, Office of Migrant Education:

<http://www.ed.gov/about/offices/list/oese/ome>

West Ed, Migrant Student Information Network: <https://www.wested.org/project/migrant-student-information-network-msin>

MIGRANT EDUCATION PROGRAM

The Governing Board desires to provide a comprehensive program for migrant students that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for migrant students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible migrant students and in the provision of migrant education services. The Superintendent or designee shall also coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.6 - School Health Services)

(cf. 5147 - Dropout Prevention)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

The district shall give first priority for services to migrant students who are failing, or are most at risk of failing, to meet state academic standards or have dropped out of school. (20 USC 6394)

(cf. 6011 - Academic Standards)

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

The Superintendent or designee shall ensure that each migrant student is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. In addition, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board

MIGRANT EDUCATION PROGRAM (continued)

shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

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CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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<http://www.ed.gov/about/offices/list/oese/ome>

West Ed, Migrant Student Information Network: <https://www.wested.org/project/migrant-student-information-network-msin>

MIGRANT EDUCATION PROGRAM**Eligibility**

Students age 3 to 21 years shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered migrant students if they, their parents/guardians, or their spouses actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

A student who ceases to be a migrant student during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

Student Records

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

(cf. 5125 - Student Records)

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall acquire education and health records from migrant students' previous school districts, as appropriate.

When a migrant student transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

Program Components

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served

MIGRANT EDUCATION PROGRAM (continued)

2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:

- a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction

(cf. 6174 - Education for English Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

- b. Counseling and career education services

(cf. 6164.2 - Guidance/Counseling Services)

- c. Preschool services in accordance with Education Code 54443

(cf. 5148.3 - Preschool/Early Childhood Education)

- d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible migrant students

- e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services

- f. Other related services to meet the special needs of eligible migrant students to enable them to participate effectively in instructional services

- g. The coordination and teaming of existing resources serving migrant students, such as bilingual-crosscultural education, health screening, and compensatory education

(cf. 5141.6 - School Health Services)

(cf. 5147 - Dropout Prevention)

(cf. 6171 - Title I Programs)

3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student

MIGRANT EDUCATION PROGRAM (continued)

4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district
5. Staffing and staff development plans and practices to meet the needs of students and implement the program

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)

7. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Contingent upon funding, the district shall provide home-based and/or school-based family literacy services to migrant families to enhance literacy levels, parenting skills, and English language skills of parents/guardians.

Summer School

The district shall conduct summer school program(s) for eligible migrant students. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of migrant students and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

MIGRANT EDUCATION PROGRAM (continued)

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days
2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days
3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

Applicability of Graduation Requirements

To obtain a high school diploma, migrant students shall complete all courses required by Education Code 51225.3 and shall generally fulfill any additional graduation requirements prescribed by the Board.

(cf. 6146.1 - High School Graduation Requirements)

However, when a migrant student who has completed the second year of high school transfers into the district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the transfer, the Superintendent or designee shall notify the student and the student's parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a migrant student. (Education Code 51225.1)

(cf. 5145.6 - Parental Notifications)

To determine whether a migrant student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the

MIGRANT EDUCATION PROGRAM (continued)

length of school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any migrant student who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a migrant student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a migrant student or parent/guardian. (Education Code 51225.1)

If a migrant student is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a migrant student if the student is still enrolled in school or transfers to another school or district. (Education Code 51225.1)

Upon making a finding that a migrant student is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and parent/guardian of the student's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or parent/guardian, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Parent Advisory Council

The parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant students and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

MIGRANT EDUCATION PROGRAM (continued)

At least two-thirds of the advisory council shall consist of parents/guardians of migrant students. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities
2. Review annual needs assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

Notification and Complaints

Information regarding the educational rights of migrant students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

MIGRANT EDUCATION PROGRAM (continued)

Any complaint that the district has not complied with requirements regarding the education of migrant students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation
approved: February 5, 2019

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

HOME AND HOSPITAL INSTRUCTION

A student with a temporary disability which makes school attendance impossible or inadvisable shall **be entitled to** receive individual instruction ~~in the student's~~ at home or in a hospital or other residential health facility, excluding state hospitals. ~~This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026.~~ (Education Code 48206.3)

(cf. 5112.2 – Exclusions from Attendance)

(cf. 6164.4 – Identification of Individuals for Special Education)

Temporary disability means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, and after which the student can reasonably be expected to return to regular day classes or the alternative education program in which the student is enrolled. **Temporary disability** does not include a disability that would qualify a student for special education pursuant to Education Code 56026. (Education Code 48206.3)

(cf. 5141.22 - Infectious Diseases)

(cf. 6158 - Independent Study)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

~~Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)~~

(cf. 4112.2 – Certification)

(cf. 4113 – Assignment)

~~The district shall offer at least one hour of instruction for every day of instruction offered by the district in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year. (Education Code 48200; 48206.3)~~

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of district students regarding: (Education Code 48206.3, 48208, 48980)

1. **The availability of individual instruction for any student with a temporary disability, including information regarding student eligibility for, and the duration of, individual instruction**
2. **The rights and responsibilities of parents/guardians of any student with a temporary disability pursuant to Education Code 48207 and 48208**

HOME AND HOSPITAL INSTRUCTION (continued)

(cf. 5145.6 - Parental Notifications)

Parents/guardians shall notify the principal or designee when their child is temporarily disabled and needs individual instruction at home or in a hospital or other residential health facility.

~~Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.~~

~~The Superintendent or designee may require verification through any reasonable means that the student requires home instruction. In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, herpes or HIV/AIDS, as long as the home or hospital practices current preventive protocol as determined by the U.S. Centers for Disease Control.~~

~~(cf. 4119.42/4219.42/4319.42—Exposure Control Plan for Bloodborne Pathogens)~~

~~(cf. 4119.43/4219.43/4319.43—Universal Precautions)~~

~~(cf. 5112.2—Exclusions from Attendance)~~

Nondistrict Determination of Students-Eligibility

Not later than five working days after receiving notification from a parent/guardian that a student has a temporary disability, the Superintendent or designee shall determine whether the student will be able to receive individual instruction at home or in a hospital or residential health facility. (Education Code 48208)

The Superintendent or designee may require verification through any reasonable means that the student is temporarily disabled and needs individual instruction.

~~A student of another district who is temporarily disabled and confined to a hospital or health facility within this district shall be eligible to receive individual instruction in this district. (Education Code 48207)~~

~~In such circumstances, it is the responsibility of the parent/guardian to notify the district of the student's presence in a qualifying hospital. (Education Code 48208)~~

~~Upon receiving such notification, the Superintendent or designee shall: (Education Code 48208)~~

- ~~1. Within five working days of the notification, determine whether the student is able to receive individualized instruction and, if so, when it shall begin. Instruction shall begin~~

HOME AND HOSPITAL INSTRUCTION (continued)

~~no later than five working days after the Superintendent or designee has determined that the student is able to receive individualized instruction.~~

- ~~2. Within five working days of the beginning of the individualized instruction, the Superintendent or designee shall provide written notification to the district in which the student was previously enrolled stating that the student shall not be counted by that district for purposes of computing average daily attendance, effective the date on which individualized instruction began.~~

~~Alternatively, the Superintendent or designee may enter into an agreement with the district in which the student was previously enrolled to have that district provide the individualized instruction. (Education Code 48208)~~

Provision of Individual Instruction

Individual instruction at a student's home or in a hospital or other residential health facility shall begin no later than five working days after the Superintendent or designee makes the determination that the student is eligible to receive individual instruction. (Education Code 48207.5, 48208)

The district shall be responsible for providing individual instruction to any temporarily disabled student who is in a hospital or other residential health facility located within district boundaries, whether or not the student is enrolled in the district. If the student is enrolled in another district, the Superintendent or designee may enter into an agreement to have the student's district of residence provide the individual instruction. The Superintendent or designee may also enter into an agreement to provide individual instruction to a district student who is in a hospital or other residential health facility located within the boundaries of another district. (Education Code 48208)

(cf. 5111.1 - District Residency)

Whenever the district provides individual instruction to a non-district student who is in a hospital or other residential health facility located within district boundaries, the Superintendent or designee shall, within five working days of the beginning of the individual instruction, provide written notification to the student's district of residence that, effective on the date on which individual instruction began, the district of residence may not count the student for purposes of computing that district's average daily attendance. (Education Code 48208)

A student receiving individual instruction in a hospital or residential health facility for a partial week shall be entitled to attend school or receive individual instruction at home on days in which the student is not receiving individual instruction in the hospital or other residential health facility, if the student is well enough to do so. (Education Code 48207.3)

HOME AND HOSPITAL INSTRUCTION (continued)

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

(cf. 4112.2 - Certification)
(cf. 4113 - Assignment)

Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

The district's attendance supervisor shall ensure that the absences of any temporarily disabled student receiving individual instruction at home or in a hospital or other residential health facility are excused until the student is able to return to the regular school program. (Education Code 48240)

(cf. 5113 - Absences and Excuses)
(cf. 5113.11 - Attendance Supervision)

Parental Notifications

~~At the beginning of the school year, the Superintendent or designee shall notify parents/guardians that: (Education Code 48208, 48980)~~

- ~~1. Individual instruction is available for temporarily disabled students as prescribed by Education Code 48206.3.~~
- ~~2. If a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify the receiving district of the student's presence in a qualifying hospital.~~

~~*(cf. 5145.6 - Parental Notifications)*~~

Return to School

A student receiving individual instruction who is well enough to return to school shall be allowed to return to the school that the student attended immediately before receiving individual instruction, if the return occurs during the school year in which the individual instruction was initiated. (Education Code 48207.3)

Legal Reference: (see next page)

HOME AND HOSPITAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

44865 *Qualifications for home teachers*

45031 *Home teachers*

48200 *Minimum school day*

48206.3 *Pupils with temporary disabilities; individual instruction; definitions; computing average
——— daily attendance*

48206.5 *Continuation of individual instruction programs for students with temp. disabilities*

48207 *Pupils with temporary disabilities in hospitals out side of school district; compliance with
——— residency requirements*

48208 *Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or
——— guardians; commencement of individualized instruction*

48240 Supervisors and attendance

48980 *Required notifications of rights and availability of nutrition and individualized instruction
programs*

51800-51802 *Employment of home teachers*

56026 Individual with exceptional needs

CODE OF REGULATIONS, TITLE 5

421 *Method of verification*

423 *Prolonged illness*