

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

WPUSD Board Meetings Held Via Go To Meeting While Shelter in Placer Order is in Effect

Public Comments Accepted by Email and Telephone

During this time of local health concerns, the Western Placer Unified School District is following the State of California Executive Orders N-29-20 and N-33-20, which provide for holding public meetings electronically. The Western Placer Unified School District will convene Board of Trustee meetings using telephone technology. Members of the public can participate, while following the Stay at Home requirements currently in place statewide.

When an agenda is published online [here](#), a phone number and meeting code will be included on the agenda so the public can access the meeting live. There are three ways for members of the public to submit comments about items on the agenda:

1. **Email** - Submit a comment via email to the Superintendent's Administrative Assistant, Maria Gonzalez, at mgonzalez@wpusd.org at least two hours before the start of the meeting.
2. **Telephone** - Call the Superintendent's Administrative Assistant at (916) 645-6350 between 9:00 – 12:00 to submit a comment.
3. **Go To Meeting Participation** - Please join meeting from your computer, tablet or smartphone. <https://global.gotomeeting.com/join/312356261>

You can also dial in using your phone. United States: +1 (872) 240-3412

Access Code: 312-356-261

New to GoToMeeting? Get the app now and be ready when your first meeting starts: <https://global.gotomeeting.com/install/312356261>

Comments submitted by email or telephone will be placed into the record at the meeting but may or may not be read during the meeting call. We appreciate your patience during these extraordinary times. For questions, please contact Scott Leaman at (916) 645-6350 between 9:00 and 12:00 or email sleaman@wpusd.org.

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

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

DISTRICT ADMINISTRATION

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

School	<u>STUDENT ENROLLMENT</u>		
	2019-2020 CALPADS	2/3/2020	3/2/2020
Sheridan Elementary (K-5)	64	58	58
First Street Elementary (K-5)	447	458	460
Carlin C. Coppin Elementary (K-5)	441	453	455
Creekside Oaks Elementary (K-5)	609	617	613
Twelve Bridges Elementary (K-5)	652	664	663
Foskett Ranch Elementary (K-5)	412	416	417
Lincoln Crossing Elementary (K-5)	698	696	697
Glen Edwards Middle School (6-8)	869	882	881
Twelve Bridges Middle School (6-8)	830	829	829
Lincoln High School (9-12)	2,071	2,027	2,021
Phoenix High School (10-12)	84	91	88
Atlas (K-12) (new 2019-2020)	40	44	41
SDC Program (18-22)	11	12	12
Non-Public Schools	31	33	33
TOTAL	7259	7,280	7,268

SDC Pre-School

Foskett Ranch	18
First Street/LIP	75

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

May 5, 2020

WPUSD District Office/City Hall Building–Go To Meeting

600 Sixth Street, Lincoln, CA 95648

AGENDA

2019-2020 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.

1. **ANNOUNCEMENT: EXECUTIVE ORDER N-29-30 TELECONFERENCE FLEXIBILITY**
 - 1.1 This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All board members may attend the meeting by teleconference. This meeting will be a telephone conference call only. The public may listen/participate via instruction listed prior to section 4 of the agenda (**4. Adjourn to Open Session/Pledge of Allegiance**)
2. **ANNOUNCEMENT:** Should this Board Meeting encounter any security breach or inappropriate issues, the meeting will be ended immediately.

5:00 P.M.

3. **CLOSED SESSION – WPUSD District Office – Go To Meeting Conference call with Board Members not on site.**
 - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
 - 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 **PERSONNEL**

Public Employee Employment/Discipline/Dismissal/Release

Regular Meeting of the Board of Trustees

May 5, 2020

Agenda

Please join the meeting from your computer, tablet or smartphone

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Submit comments: Email - Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or Telephone – Call Superintendent's Administrative Assistant at (916) 645-6350 between 9:00 a.m. – 12:00 p.m.

(If you will be speaking please make sure your audio is turned all the way down on any devices to avoid feedback issues)

6:00 P.M.

4. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE –

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

4.1 *Page 10* - CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations

Agency Negotiators:

~Scott Leaman, Superintendent

~Kerry Callahan, Deputy Superintendent of Educational Services

~Gabe Simon, Assistant Superintendent of Personnel Services

~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

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* - PERSONNEL

Public Employee Employment/Discipline/Dismissal/Release -

5. *Page 14-221* - CONSENT AGENDA

NOTICE TO THE PUBLIC

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

5.1 Certificated Personnel Report

5.2 Classified Personnel Report

5.3 Approval of Minutes for: April 21, 2020

5.4 Approval of Warrants

5.5 Ratification of Contract with Starstruck Showcase-Creekside Oaks Elementary Enrichment Program

Regular Meeting of the Board of Trustees

May 5, 2020

Agenda

- 5.6 Ratification of Contract with Starstruck Showcase – Scott M. Leaman Elementary Enrichment Program
- 5.7 Ratification of Contract with Teacher Synergy LLC – Lincoln High School
- 5.8 Ratification of Contract with Placer County Office of Education and Western Placer Unified School District
- 5.9 Ratification of Contract with Placer County Office of Education and Western Placer Unified School District
- 5.10 Ratify Licensing Agreement Between Microsoft and Western Placer Unified School District
- 5.11 Ratification of Contract with Interviewstream and Western Placer Unified School District
- 5.12 Approval of 2020-2023 Contract with Schoology
- 5.13 Approval of 2020-2021 Contract with Equal Opportunity Schools
- 5.14 Approve 2018-2019 School Accountability Report Cards (SARC's) published in 2019-2020
- 5.15 Donation Acknowledgement from Sutter Roseville Medical Center Foundation
- 5.16 California Interscholastic Federation Application for 2020-21 School Year at Lincoln High School

Roll call vote:

Submit comments: Email - Superintendent's Administrative Assistant, Maria Gonzalez at mgonzalez@wpusd.org or call (916) 645-6350 between 9:00 a.m. – 12:00 p.m.

(If you will be speaking please make sure your audio is turned all the way down on any devices to avoid feedback issues)

6. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. 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.

7. REPORTS & COMMUNICATION

- Lincoln High School Student Advisory – Mattie Ridgway
- Western Placer Teacher's Association – Tim Allen
- Western Placer Classified Employee Association – Gus Nevarez
- Superintendent – Scott Leaman

8. ♦ ACTION ♦ DISCUSSION ♦ INFORMATION

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

- 8.1 Discussion **Page 223 – CONSIDER APPROVING RESOLUTION #19/20.28**
Action **AUTHORIZING THE ELIMINATION AND/OR REDUCTION OF CERTAIN CLASSIFIED EMPLOYEE POSITIONS DUE TO LACK OF WORK/LACK OF FUNDS– Simon (19-20 G & O Component I, II, III, IV, V)**

Roll call vote:

Regular Meeting of the Board of Trustees

May 5, 2020

Agenda

8.2 Information/ Action **Page 226 – APPROVE RESOLUTION #19/20.29 DECLARING AN ELECTION BE HELD IN ITS JURISDICTION; REQUESTING THE BOARD OF SUPERVISORS TO CONSOLIDATE THIS ELECTION WITH ANY OTHER ELECTION CONDUCTED ON SAID DATE– Leaman** (19-20 G & O Component I, II, III, IV, V)

Roll call vote:

8.3 Action **Page 231 – ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** (19-20 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 0420.4 – Charter School Authorization
- BP/E 0420.41 – Charter School Oversight
- BP 0420.42 – Charter School Renewal
- BP 0420.43 – Charter School Revocation
- BP 3471 – Parcel Taxes (New Policy)
- BP/AR 3551– Food Service Operations/Cafeteria Fund

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- School Safety

9.2 BOARD MEMBER REPORTS/COMMENTS

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ **May 19, 2020 6:00 P.M.**, Regular Meeting of the Board of Trustees – Go-To - Meeting

11. 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: District Office/City Hall Bldg. –Go-To-Meeting

Date: Tuesday, May 5, 2020

Time: 5:00 P.M.

1. LICENSE/PERMIT DETERMINATION
 2. SECURITY MATTERS
 3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
 4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
 5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
 6. LIABILITY CLAIMS
 7. THREAT TO PUBLIC SERVICES OR FACILITIES
 8. **PERSONNEL**
 - * PUBLIC EMPLOYEE APPOINTMENT
 - * PUBLIC EMPLOYEE EMPLOYMENT
 - * PUBLIC EMPLOYEE PERFORMANCE EVALUATION
 - * **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
 - * COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE
 9. CONFERENCE WITH LABOR NEGOTIATOR
 10. STUDENTS
 - * STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
 - * STUDENT PRIVATE PLACEMENT
 - * INTERDISTRICT ATTENDANCE APPEAL
 - * STUDENT ASSESSMENT INSTRUMENTS
 - * STUDENT RETENTION APPEAL, Pursuant to BP 5123
 - * DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION
1. **LICENSE/PERMIT DETERMINATION**
 - A. Specify the number of license or permit applications.
 2. **SECURITY MATTERS**
 - A. Specify law enforcement agency
 - B. Title of Officer
 3. **CONFERENCE WITH REAL PROPERTY NEGOTIATOR**
 - A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
 - B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
 - C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

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

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

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
Kerry Callahan, Deputy Superintendent of
Educational Services
Gabe Simon, Assistant Superintendent
of Personnel Services
Audrey Kilpatrick, Assistant Superintendent
Business and Operations

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:

May 5, 2020

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, Deputy Superintendent of
Educational Services

ENCLOSURES:

No

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2020

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**

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

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SUBJECT:

PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/
DISMISSAL/RELEASE

AGENDA ITEM AREA:

Closed Session

REQUESTED BY:

Gabe Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:

No

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regards to Public Employment/Discipline/Dismissal/Release.

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

REQUESTED BY:

Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

May 5, 2020

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**

May 5, 2020

CERTIFICATED/MANAGEMENT

NEW HIRES: None

REQUEST FOR LEAVE OF ABSENCE: None

RESIGNATIONS: None

CHANGE:

1. Name: Cynthia Culp
Position: Music Teacher
FTE: .5 FTE to .4 FTE
Effective: July 1, 2020
Site: Twelve Bridges Elementary School

RETIREMENTS: None

TRANSFERS/PROMOTIONS: None

**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:

Classified Personnel Report

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Gabriel Simon *GS*
Assistant Superintendent of Personnel Services

ENCLOSURES:

Yes

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General Fund/Categorical

MEETING DATE:

May 5, 2020

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**

May 5, 2020

CLASSIFIED/MANAGEMENT

RESIGNATION/RETIREMENT:

1. Name: Irma Balonek
Position: Library/Media Technician

Effective: 6/5/20
Site: Lincoln Crossing Elementary School

2. Name: Debra Henri
Position: Instructional Aide

Effective: 9/15/20
Site: Foskett Ranch Elementary School

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

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SUBJECT:

Approval of Minutes:

- April 21, 2020 Regular Board of Trustee Meeting

AGENDA ITEM AREA:

CONSENT AGENDA

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

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

- April 21, 2020 Regular Board of Trustee Meeting

RECOMMENDATION:

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

Western Placer Unified School District

Regular Meeting of the Board of Trustees

April 21, 2020

WPUSD District Office/City Hall Building–Go To Meeting
600 Sixth Street, Lincoln, CA 95648

MINUTES

2019-2020 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

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

Board Members Present via Teleconference:

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

Others Present via Teleconference:

Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Gabe Simon, Assistant Superintendent of Personnel Services
Maria Gonzalez, Administrative Assistant to the Superintendent
Mike Adell, Director of Facilities
Matthew Nobert, Lincoln News Messenger

1. ANNOUNCEMENT: EXEXECUTIVE ORDER N-29-30 TELECONFERENCE FLEXIBILITY

1.1 This meeting is being held pursuant to the procedures established in Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All board members may attend the meeting by teleconference. This meeting will be a telephone conference call only. The public may listen/participate via instruction in item 2.1

2. ANNOUNCEMENT: Should this Board Meeting encounter any security breach or inappropriate issues, the meeting will be ended immediately.

5:00 P.M.

3. CLOSED SESSION – WPUSD District Office – Go To Meeting Conference call with Board Members not on site.

3.1 CONFERENCE WITH LABOR NEGOTIATOR

Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:

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

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 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release -

Mr. Leaman explained the process of the meeting. Mr. Leaman stated everyone would be muted during the meeting except for the Board Members. When we open for public comment, everyone will be unmuted to give them the opportunity to comment.

6:00 P.M.

4. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE –
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 Page 11 - CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

4.2 Page 12 - CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No.
CPF15-514477

No action taken

4.3 Page 13 - PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release –

No action taken

5. Page 15-183 - CONSENT AGENDA

- 5.1 Certificated Personnel Report
- 5.2 Request for Reduced Work Load
- 5.3 Classified Personnel Report
- 5.4 Approval of Minutes for: March 3, 2020
- 5.5 Approval of Warrants

April 21, 2020

Minutes

-
- 5.6 Approval of Out of State Travel
 - 5.7 Approval of Out of State Travel
 - 5.8 Agreement for Audit Services with Crow, LLP
 - 5.9 Agreement for Professional Services with Crowe LLP
 - 5.10 Renew Licensing Agreement for Student Information System – PowerSchool Group LLC. and WPUSD
 - 5.11 Ratify Agreement for Financial Statements and Performance Audit of Measures A and N General Obligation Bonds – Crowe, LLP
 - 5.12 Ratification of Contract with Starstruck Showcase and Lincoln Crossing Elementary School
 - 5.13 Approve Waiver – Horizon Charter Schools for Late Submission of Non-Classroom Based Funding Determination Form – 2020/21 Fiscal Year
 - 5.14 Ratify Service Agreement – Lifetouch and WPUSD/Scott M. Leaman Elementary – 2020/21 School Year
 - 5.15 Ratification of Memorandums of Understanding between the Western Placer Teachers' Association and Western Placer Unified School District
 - 5.16 Ratification of Letter of Agreement between the Western Placer Teachers' Association and Western Placer Unified School District
 - 5.17 Ratification of Memorandum of Understanding between the California Employees' Association Chapter #741 and Western Placer Unified School District
 - 5.18 Ratification of the Appointments of Members to the Measure "A" and "N" Citizens Bond Oversight Committee
 - 5.19 Approve Resolution No. 19/20.25 Designating Public Works Projects as Essential Governmental Functions
 - 5.20 Approve Resolution No. 19/20.27 Authorizing the Superintendent or Assistant Superintendent of Business and Operations to Award and Execute Contracts During the Months of April Through August 2020
 - 5.21 Disposal of Surplus Items – E Waste

Mr. Carras requested the removal of item 5.6 and 5.7. Motion by Mr. Armitage, seconded by Mrs. Wyatt and passed by a 5-0 (*Ayes: Haley, Armitage, Wyatt, Carras, Long No: None*) roll call vote to approve consent agenda with the exception of items 5.6 and 5.7 on the consent agenda.

Motion by Mr. Haley, seconded by Armitage and passed by a 5-0 (*Ayes: Armitage, Wyatt, Carras, Haley, Long No: None*) roll call vote to approve 5.6 on the consent agenda. Out of State Travel for Professional Learning Communities at Work Institute training to proceed as travel to a conference or a virtual conference with the conditions that the circumstance are appropriate for travel to happen dependent on status of the current Covid 19 situation.

Motion by Mr. Haley, seconded by Mr. Carras and passed by a 5-0 (*Ayes: Wyatt, Carras, Haley, Armitage, Long No: None*) roll call vote to approve 5.7 on the consent agenda, Out of State Travel for CTE conference as part of the CTE grant funding. Approval for travel or virtual training if available dependent on safety precautions and the conditions are possible and feasible due to the current Covid 19 situation.

6. COMMUNICATION FROM THE PUBLIC

Lana Parr wanted to say thank you to the administration of our District and whoever else has been involved with everything going on during this time and for putting on this meeting.

7. REPORTS & COMMUNICATION

➤ Lincoln High School Student Advisory – Mattie Ridgway- not present

➤ Western Placer Teacher's Association – Tim Allen – wanted to say that from everyone he has been talking to everyone is working hard to make this work. He appreciates the board for all they do behind the scenes and for Scott Leaman and Kerry Callahan and all the administration. Thank you to Mike Adell, your team is working hard and still building. This is a great time to have a collaborative relationship with the District. Everything is going as well as it could be at Western Placer.

➤ Western Placer Classified Employee Association – Jim Houck – everything is going good have different people working in different areas and looking forward to getting back to work. Appreciates everything that the district office is doing for everyone.

➤ Superintendent – Scott Leaman

- We have been called to do four different items as a school district, distribute meals, continue education for our students, continue paying employees and open daycares. We are currently doing all four items we are required to do during this time
- Since March 16, we have distributed 7350 bags of meals. Each bag has 10 meals in them.
- Our program is strong and continues. Teachers are working very hard.
- We are continuing to pay our employees
- We have a day care for essential workers at Lincoln crossing.
- Mr. Leaman requested that each administrator from the District Office comment/update each of their areas

➤ Superintendent – Kerry Callahan

- Stated she completely blown away and thankful for our teaching staff, administrators, food services, technology, and all of our employees who are all figuring out how to make this all work. She feels we have an incredible district and the comments from parents and staff has been positive.
- Technology handed out 1600 Chrome books. The tech department has been incredible in working with the district on the distributions
- Kristen Beck our Ed Tech Coordinator has been working every day to provide professional development to our teachers to assist them with their virtual classrooms. Our tech savvy teachers and site tech trainers have stepped up to assist with technology. Principals are joining google meet meetings. Teachers are also logging in every day.
- Working on graduation and coming up with a plan on how we are going to celebrate our seniors.

➤ Superintendent – Audrey Kilpatrick

- Stated this is a trying time for everybody and everybody has really stepped up and helped in all areas.

- We handed out 1400 meals today to a number of families. Food service staff is incredible. They have been work every week and assembling the bags. We also have volunteers coming to help. The families are grateful for the meals.
- Thanked maintenance, custodial staff and our tech staff. They have stepped up and they have come in when needed.
- At the District Office we are still working, the Business office and the District office staff is coming in and working behind the scenes.

➤ Superintendent – Gabe Simon

- Thanked the bargaining units and our leadership for working together on making decisions during this difficult time.
- Also worked at the food distribution and it was great to see everyone come together to assist with this.
- We continue to look forward to next year and transitioning back to schools and staff our schools appropriately.

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action **Page 186 – APPROVE RESOLUTION #19/20.24 AUTHORIZING THE ISSUANCE OF 2020 TAX AND REVENUE ANTICIPATION NOTES AND REQUESTING THE BOARD OF SUPERVISORS OF PLACER COUNTY TO ISSUE SAID NOTES– Kilpatrick (19-20 G & O Component I, II, III, IV, V)**

Audrey Kilpatrick stated we do this every year regarding the TRANS to cover our property taxes. The resolution authorizes the issuance of TRANS for the 2020-21 fiscal year and request the Placer County Board of Supervisors issue TRANS notes. The TRANS will not exceed \$20,000,000 and will be calculated to be the amount needed to carry the District until property tax revenues and state deferral are received. Motion by Mr. Haley, seconded by Mrs. Wyatt and passed by a 5-0 (*Ayes: Armitage, Wyatt, Carras, Haley, Long No: None*) roll call vote to approve Resolution No 19/20.24 authorizing the issuance of 2020 tax and revenue anticipation notes and requesting the Board of Supervisors of Placer County to issue said notes.

8.2 Discussion/ **Page 196 – CONSIDER APPROVING RESOLUTION #19/20.26 AUTHORIZING THE ELIMINATION AND/OR REDUCTION OF CERTAIN CLASSIFIED EMPLOYEE POSITIONS DUE TO LACK OF WORK/LACK OF FUNDS– Simon (19-20 G & O Component I, II, III, IV, V)**

Gabe Simon stated that due to changes in student enrollment in anticipation of the opening of Leaman Elementary, enrollment has shifted at many of our schools. This authorizes the elimination or reduction of certain classified employee positions due to lack of work/lack of funds for next school year. Motion by Mr. Armitage, seconded by Mrs. Wyatt and passed by a 5-0 (*Ayes: Wyatt, Carras, Haley, Armitage, Long No: None*) roll call

vote to approve Resolution No 19/20.26 authorizing the elimination and/or reduction of certain classified employee positions due to lack of work/lack of funds.

8.3 Action **Page 200 – 2019-2020 SECOND INTERIM REPORT– Kilpatrick (19-20 G & O Component I, II, III, IV, V)**

Audrey Kilpatrick stated that we are asking for approval of the budget from January to the middle of March. It is reflective of all the budget changes that we had. The multiyear and the assumptions will be changing based on what the State is going to be providing in the May revise. We are working on the estimated actuals for this year with potential changes due to school closures and lack of monies we are not collecting from food services. There are potential savings in utilities cost, and cost for extra services for our classified employees. The May revise will include what the State is looking at we will incorporate at that time. Preliminary Budget will be presented at the first meeting in June with Adoption of the Budget during the second meeting in June. Motion by Mr. Haley, seconded by Mrs. Wyatt and passed by a 5-0 (*Ayes: Carras, Haley, Armitage, Wyatt, Long No: None*) roll call vote to approve the 2019-2020 Second Interim Report.

8.4 Information **Page 339 – BRIDGE FINANCING PLAN UPDATE– Kilpatrick (19-20 G & O Component I, II, III, IV, V)**

Audrey Kilpatrick stated Cathy Dominico is here to review the funding applications. Cathy Dominico, the District's financial advisor from Capitol Public Finance Group, presented the timeline and updated the Board on the plan for Bridge Financing #2. Detailed presentation provided reviewing the current costs and State funding submissions or anticipated future submissions funding from District's bond projects (GEMS, TBHS and SLES) Current remaining capital costs as of 3-26-20 are \$91,961,934. Current project funding sources available now and in the future is \$163,019,898. This includes proceeds from Bridge Financing #2 of \$51,500,000. With both remaining costs and projected funding, after deducting the repayment of Bridge Financing #1 would leave and excess of \$1,557,964. Bridge Financing # 2 would be Issue a Community Facilities District (CFD) Bond Anticipation Note (BAN). The recommended method of sale would be a direct placement. It offers the lowest cost of funds in today's market. Less volatility than public offering. It will fund in a timely manner, meeting project cash flow requirements. As part of the approval process, the lender will ask the District to agree to the terms of a take-out financing should the BAN not be repayable by 2025. The timeline would be April 30 -Obtain Bids for Direct Placement. May 5 - Board Updated on Direct Placement Bids. May 19 Board Approval Consideration of Financing Documents and June 2 CFD BAN Proceeds Deposited at District. Discussion among board members and direction to move forward.

8.5 Action **Page 348 – ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** (19-20 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 2121 – Superintendent’s Contract
- BP 3600 – Consultants
- AR 4030– Nondiscrimination in Employment
- BP 4033 – Lactation Accommodations
- BP 4151/4251/4351– Employee Compensation
- BP/AR 5116.1 – Intradistrict Open Enrollment
- BP/AR 5117 – Interdistrict Attendance
- BP/AR/E 5118 – Open Enrollment Act Transfers (Deleted)

Motion by Mr. Haley, Seconded by Mr. Armitage and passed by a 5-0 (*Ayes: Haley, Armitage, Wyatt, Carras, Long* *No: None*) vote to approve the Revised/New Policies, Exhibits and Regulations as presented.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

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

- School Safety

9.2 BOARD MEMBER REPORTS/COMMENTS

Brian Haley stated hang in there, call your friends and relatives and every day is a new day

Damian Armitage thanked everyone who is keeping everything going during this challenging time.

Kris Wyatt thanked everyone including the teachers for their involvement with their students, emotional and psychological health for all of our kids. Tomorrow she is participating in a virtual meeting with non-profits and religious organizations to ensure we are all on the same page getting supplies and food for families. Rotary is giving up to \$8000 for our students who need internet access. Mr. Leaman stated that we sent out a survey and found that we have 71 families with no internet access and 46 families have limited access.

Paul Carras wanted to compliment Kris on her outreach to the community not only with the Rotary group but also on her own with other programs. Paul stated her really appreciates all the Kris does and she make him proud to be a Board Member with her

Paul Long toured the new high school, the new elementary school and Glen Edwards last Friday and they are all on track. He talked with Mike Adell last week who shared that some items are getting hard to get. Some items are pushed out 12 weeks such as flooring and concrete work.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➤ **May 5, 2020** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To-Meeting

➤ **May 19, 2020** 6:00 P.M., Regular Meeting of the Board of Trustees – Go-To - Meeting

11. ADJOURNMENT

There being no further business the meeting was adjourned at 7:08p.m.

Paul Long, President

Paul Carras, Clerk

Scott Leaman, Superintendent

Maria Gonzalez, Administrative Assistant to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

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.

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

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

DISTRICT GLOBAL GOALS

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

SUBJECT:

Approval of Warrants

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Warrants may be found at
www.wpusd.org

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the April 21, 2020 board meeting.

RECOMMENDATION:

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

Checks Dated 04/24/2020

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85740230	04/24/2020	CALIF DEPT OF TAX & FEE ADMIN	01-4300		67.68
85740231	04/24/2020	DANIELSEN COMPANY	13-4710		10,365.34
85740232	04/24/2020	GOLD STAR FOODS, INC	13-4710		21,555.26
85740233	04/24/2020	PRODUCERS DAIRY FOODS, INC.	13-4710		11,224.02
85740234	04/24/2020	WEST COAST PAPER COMPANY	13-4380		1,465.14
85740235	04/24/2020	Barker, Brooke A	01-5200		13.51
85740236	04/24/2020	Freid, Debra A	01-5200		66.93
85740237	04/24/2020	BORDERLAN SECURITY	01-4390		28.00
85740238	04/24/2020	BRIGHT START THERAPIES INC	01-5800		2,797.50
85740239	04/24/2020	BUREAU OF EDUCATION & RESEARCH	01-5200		279.00
85740240	04/24/2020	CA DEPARTMENT OF EDUCATION	01-8660		1,104.08
85740241	04/24/2020	CAPITOL CLUTCH AND BRAKE INC	01-4365		6.95
85740242	04/24/2020	CDW GOVERNMENT INC	01-4300	4,084.15	
			01-4400	2,328.52	6,412.67
85740243	04/24/2020	CITY OF LINCOLN	01-5540	10,397.72	
			01-5550	7,157.44	
			01-5570	6,717.39	24,272.55
85740244	04/24/2020	COOKS PORTABLE TOILETS	21-5600		268.53
85740245	04/24/2020	CRAM-A-LOT JV MANUFACTURING, INC.	01-4300		1,869.68
85740246	04/24/2020	CRITERION CONSTRUCTION PROFESSIONALS, INC.	21-6290		1,500.00
85740247	04/24/2020	DECKER EQUIPMENT	01-4300		1,102.74
85740248	04/24/2020	ECONOMIC & PLANNING SYS. INC.	49-5800		300.00
85740249	04/24/2020	ECORP CONSULTING INC	21-6140		1,798.05
85740250	04/24/2020	HILLYARD / SACRAMENTO	21-4300		2,123.72
85740251	04/24/2020	HMC GROUP	21-6210		72,937.63
85740252	04/24/2020	KRISTIE YEA ADPATED 4 SPEC ED	01-4300		243.70
85740253	04/24/2020	LOWE'S	01-4300		526.99
85740254	04/24/2020	LOY MATTISON DBA LOY MATTISON ENTERPRISES	01-5800		1,093.75
85740255	04/24/2020	MEDICAB	01-5800		5,134.50
85740256	04/24/2020	PACIFIC GAS & ELECTRIC CO	01-5510		975.81
85740257	04/24/2020	PCOE - PLACER CO OFFICE OF ED	01-7142		382.50
85740258	04/24/2020	POWER PROTECTION PLUS	01-5600		6,595.00
85740259	04/24/2020	PPG PAINTS ARCHITECTURAL FINISHES, INC.	01-4300		591.15
85740260	04/24/2020	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		11.33
85740261	04/24/2020	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		1,018.86
85740262	04/24/2020	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		2,936.88
85740263	04/24/2020	RC SIGNS ROD FRIANT	21-4400		856.00
85740264	04/24/2020	RIEBES AUTO PARTS	01-4365		710.09
85740265	04/24/2020	SEVERIN INTER HOLDINGS, LLC	01-5200		2,200.00
85740266	04/24/2020	SIERRA BUILDING SYSTEMS INC	01-5600		2,025.00

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

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Checks Dated 04/24/2020

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85740267	04/24/2020	SPECIALIZED EDUC OF CA, INC. DBA SIERRA SCHOOLS	01-5800		24,760.50
85740268	04/24/2020	SUTTER MEDICAL FOUNDATION	01-5800		404.00
85740269	04/24/2020	UNIFIRST CORPORATION	01-5800		40.10
85740270	04/24/2020	US BANK CORP TRUST SERVICE	49-5800		1,815.00
85740271	04/24/2020	WALLACE-KUHL & ASSOCIATES	21-5800		19,623.75
85740272	04/24/2020	KYOCERA	01-4300	14.30	
			01-5600	4.76	19.06
85740273	04/24/2020	SIG EMPLOYEE BENEFITS TRUST	76-9558		728,495.00
85740274	04/24/2020	Roberts, Karen A	01-4300		31.01
85740275	04/24/2020	Rodriguez, Mark C	01-4300		23.52
85740276	04/24/2020	APPLE INC.	01-4300		431.93
85740277	04/24/2020	B&H PHOTO VIDEO	01-4400		1,575.52
85740278	04/24/2020	CALTRONICS BUSINESS SYSTEMS	01-4300		1,263.79
85740279	04/24/2020	CAREER TRACK	01-5200		447.00
85740280	04/24/2020	D3 SPORTS	01-4300		95.44
85740281	04/24/2020	ENTERPRISE RENT A CAR	01-5800		583.06
85740282	04/24/2020	FOLLETT LIBRARY RESOURCES	01-4300		126.33
85740283	04/24/2020	HAWKINS OFFICIATING SERVICE	01-5800		240.00
85740284	04/24/2020	KRISTON L TAGUE - DBA TAGUE BAND INSTRUMENT SERVICES	01-5600		168.46
85740285	04/24/2020	KYOCERA	01-5600		235.75
85740286	04/24/2020	PITNEY BOWES INC	01-5600		134.98
85740287	04/24/2020	RAY MORGAN CO. / CHICO	01-5600		539.38
85740288	04/24/2020	STAPLES BUSINESS ADVANTAGE	01-4300	8,739.19	
			13-4300	520.86	
			25-4300	53.44	9,313.49
85740289	04/24/2020	WARD'S NATURAL SCIENCE	01-4300		281.48
Total Number of Checks			60		977,509.09

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	46	102,607.35
13	Cafeteria Fund	5	45,130.62
21	Building Fund #1	7	99,107.68
25	Capital Facilities Fund	1	53.44
49	Mello Roos Capital Projects	2	2,115.00
76	Payroll Fund	1	728,495.00
Total Number of Checks		60	977,509.09
Less Unpaid Tax Liability			.00
Net (Check Amount)			977,509.09

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

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Checks Dated 04/17/2020

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85739203	04/17/2020	AVALON PRINTING & GRAPHICS	01-4300		287.86
85739204	04/17/2020	BEAR RIVER SUPPLY INC	01-4300		134.06
85739205	04/17/2020	PLACER FARM SUPPLY	01-4300		59.02
85739206	04/17/2020	RAY MORGAN CO. / CHICO	01-5600		390.52
85739207	04/17/2020	RIEBES AUTO PARTS	01-4300		53.88
85739208	04/17/2020	49ER WATER SERVICES	01-5800		390.00
85739209	04/17/2020	ADVANCED INTEGRATED PEST	01-5800		1,226.00
85739210	04/17/2020	AT&T BUSINESS SERVICE	01-5560		164.38
85739211	04/17/2020	AVID CENTER	01-5200		5,100.00
85739212	04/17/2020	BLACKBURN CONSULTING	21-6140		120.50
85739213	04/17/2020	BORDERLAN SECURITY	01-4300		196.00
85739214	04/17/2020	CDW GOVERNMENT INC	21-4300	4,853.21	
			21-4400	48,637.17	53,490.38
85739215	04/17/2020	CITY OF LINCOLN	01-5540	3,495.72	
			01-5550	4,421.85	
			01-5570	1,451.44	9,369.01
85739216	04/17/2020	CROWE LLP	01-5800		1,000.00
85739217	04/17/2020	EMILY TURNBULL	01-5800		14,520.00
85739218	04/17/2020	ESS ENVIRONMENTAL	21-6140		1,590.00
85739219	04/17/2020	FLINT BUILDERS, INC.	21-6200		3,185,185.00
85739220	04/17/2020	GOLD COUNTRY MEDIA PUBLICATIONS	01-5800		396.90
85739221	04/17/2020	HILLYARD / SACRAMENTO	01-4300	2,519.21	
			21-6200	3,340.07	5,859.28
85739222	04/17/2020	JABBERGYM INC.	01-5800		3,800.00
85739223	04/17/2020	JOHN A. MILLEN	21-6290		12,720.00
85739224	04/17/2020	KINGSLEY BOGARD THOMPSON LLP	01-5810		6,853.78
85739225	04/17/2020	KYOCERA	01-5600		41.14
85739226	04/17/2020	L & H AIRCO	01-5600		243.60
85739227	04/17/2020	LANDMARK CONSTRUCTION	21-6200		1,046,447.41
85739228	04/17/2020	LOZANO SMITH LLP	01-5810	316.50	
			25-5810	1,456.75	1,773.25
85739229	04/17/2020	MEDICAL BILLING TECHNOLOGIES	01-5800		1,843.56
85739230	04/17/2020	MESA ENERGY SYSTEMS, INC dba EMCOR SERVICES MESA ANERGY	01-5800		6,589.00
85739231	04/17/2020	MWG MESTMAKER & ASSOCIATES	01-3901		136.60
85739232	04/17/2020	NANCY ALEXANDER-STORM	01-5800		2,500.00
85739233	04/17/2020	Navia Benefit Solutions	01-5800		143.00
85739234	04/17/2020	ODYSSEY LEARNING CENTER, INC.	01-5800		13,566.96
85739235	04/17/2020	OTIS ELEVATOR COMPANY	21-6200		6,370.88
85739236	04/17/2020	PACIFIC GAS & ELECTRIC CO	01-5510	32,157.02	
			01-5530	7,949.68	40,106.70
85739237	04/17/2020	PLACER LEARNING CENTER	01-5800		53,312.00
85739238	04/17/2020	PPG PAINTS ARCHITECTURAL FINISHES, INC.	01-4300		136.90

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Checks Dated 04/17/2020

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85739239	04/17/2020	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		139.04
85739240	04/17/2020	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-4300	2,502.80	
			01-5600	838.70	3,341.50
85739241	04/17/2020	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		183.40
85739242	04/17/2020	ROEBBELEN CONTRACTING INC	21-6270		1,403,532.20
85739243	04/17/2020	SANDRA ANN STEURER	01-5800		2,520.00
85739244	04/17/2020	SCHOOL STEPS, INC.	01-5800		22,734.38
85739245	04/17/2020	SIERRA FOOTHILLS ACADEMY	01-5800		51,829.83
85739246	04/17/2020	THE SACRAMENTO BEE ADVERTISING DEPT.	01-5800		393.68
85739247	04/17/2020	TRICOR DIRECT INC/SETON	01-4300		34.44
85739248	04/17/2020	UNIFIRST CORPORATION	01-5800		1,072.47
85739249	04/17/2020	WALLACE-KUHL & ASSOCIATES	21-5800	4,877.75	
			21-6170	4,221.25	9,099.00
85739250	04/17/2020	WALTER MAY	21-6290		9,760.00
85739251	04/17/2020	WAXIE'S SANITARY SUPPLY	01-4300		38.50
85739252	04/17/2020	WHEST KOAST PLUMBING	01-5600		418.00
85739253	04/17/2020	Fastrak Violation Processing D ept	01-5600		32.00
85739254	04/17/2020	Fastrak Violation Processing D ept	01-5600		31.00
Total Number of Checks			52		<u>5,981,277.01</u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	42	248,164.82
21	Building Fund #1	11	5,731,655.44
25	Capital Facilities Fund	1	1,456.75
Total Number of Checks		52	5,981,277.01
Less Unpaid Tax Liability			.00
Net (Check Amount)			<u>5,981,277.01</u>

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

ESCAPE ONLINE

Page 2 of 2

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 Starstruck Showcase -
Creekside Oaks Elementary Enrichment Program

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of Business
Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

PTO Donations

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Starstruck Showcase for an enrichment program at Creekside Oaks Elementary School from September 1st, 2020 to October 8th, 2020. The services will be funded with PTO Donations.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between Starstruck Showcase and Western Placer Unified School District.



Hello Creekside Oaks Elementary -

Here is your contract for next school season, 2020 - 2021 with "Starstruck Showcase" . We are very excited to come to your school.

Contracts are being sent out now so that we can have everything finalized before the end of the school year, and we will be ready to go for the following year.

The weeks we have confirmed with you are:

Week of Aug. 31st (Tues. Sept. 1st and Fri. Sept. 4th)
Week of Sept. 7th (Tues. Sept. 8th and Fri. Sept. 11th)
Week of Sept. 14th (Tues. Sept. 15th and Fri. Sept. 18th)
Week of Sept. 21st (Tues. Sept. 22nd and Fri. Sept. 25th)
Week of Sept. 28th (Tues. Sept. 29th and Wed. Sept. 30th)
Week of Oct. 5th - Show Week (Thurs. Oct. 8th)

Notes:

Week of Sept. 28th there is no school on Fri. So we will be coming on Wed. Sept. 30th instead.

I ask that you put this in your Master Calendar for your entire staff to see. We can't have teachers planning field trips on the days that we are there, or assemblies or fire drills, etc...

If you have any questions, please let me know. If you can fill out the Reservation Form and send it back to me, that would be great. I will keep it on file, and contact you again one month prior to your starting date.

Thank you again for allowing "Starstruck Showcase" to bring this Enrichment program to your school. We can't wait to work with you. **(Please return no later than May 14th.)**

Sincerely,

Carrie Pereira (Owner)
Starstruck Showcase
dancingmom2@yahoo.com
(916) 812-4433



Starstruck Showcase



STARSTRUCK SHOWCASE

Reservation Agreement

1. Purpose of and Parties to the Agreement: This agreement is entered into by the two parties in order to reserve the dates for conducting the Starstruck Showcase program at the school identified below on the date specified. This agreement is made between Carrie Pereira, Starstruck owner and

Creekside Oaks Elementary / 645-6380
Name of School Phone #
2030 1st Street
Address
Lincoln, Ca. 95648
City, State, Zip Code

2. Start Date: Sept. 1st, 2020

3. End Date: Oct. 8th, 2020

4. Teaching Days: Tues. and Fri.

5. Show Dates: Thurs. Oct. 8th, 2020

6. Number of Students expected to participate: 500+

7. Do you think we can get the teachers to participate once a week in the mornings, before school starts, and learn a dance of their own that we will teach and then they will perform in the show? Yes

8. Fee: The agreed to fee is: \$3700.00 (Fee needs to be paid on show date.)

9. Cancellation: The parties agree that there will be no penalty if either party finds it necessary to cancel this agreement. However both parties agree to notify the other party at least three months in advance, giving each party time to find a replacement if needed.

Carrie Pereira / 3/23/2020 Carrie Karlson / 4/2/20
Carrie L. Pereira Date School Representative 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 Contract with Starstruck Showcase -
Scott M. Leaman Elementary Enrichment Program

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business
Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Site Co-Curricular / Discretionary Funds

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Starstruck Showcase for an enrichment program at Scott M. Leaman Elementary School from October 21st, 2020 to December 2nd, 2020. The services will be funded with site co-curricular and/or discretionary funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between Starstruck Showcase and Western Placer Unified School District.



Hello Scott Leaman Elementary -

Here is your contract for next school season, 2020 - 2021 with "Starstruck Showcase" . We are very excited to come to your school.

Contracts are being sent out now so that we can have everything finalized before the end of the school year, and we will be ready to go for the following year.

The weeks we have confirmed with you are:

Week of Oct. 19th (Wed. Oct. 21st and Fri. Oct. 23rd)

Week of Oct. 26th (Wed. Oct. 28th and Fri. Oct. 30th)

Week of Nov. 2nd (Wed. Nov. 4th and Fri. Nov. 6th)

Week of Nov. 9th (Tues. Nov. 10th and Fri. Nov. 13th)

Week of Nov. 16th (Wed. Nov. 18th (1/2 day), Thurs. Nov. 19th (1/2 day) and Fri. Nov. 20th (1/2 day))

Week off for Thanksgiving Break

Week of Nov. 30th - Show Week (Tues. Nov. 1st and Wed. Nov. 2nd)

Notes:

We will need to come on Tues. Nov. 10th instead of Wed. Nov. 11th because of no school on Wed.

The week prior to Thanksgiving Break are short days. So we will come on Wed. and Fri. Any classes that we can't get to on those two short days will be held on Thurs.

I ask that you put this in your Master Calendar for your entire staff to see. We can't have teachers planning field trips on the days that we are there, or assemblies or fire drills, etc...

If you have any questions, please let me know. If you can fill out the Reservation Form and send it back to me, that would be great. I will keep it on file, and contact you again one month prior to your starting date.

Thank you again for allowing "Starstruck Showcase" to bring this Enrichment program to your school. We can't wait to work with you. **(Please return no later than May 14th.)**

Sincerely,

Carrie Pereira (Owner)
Starstruck Showcase
dancingmom2@yahoo.com
(916) 812-4433



STARSTRUCK SHOWCASE

Reservation Agreement

1. Purpose of and Parties to the Agreement: This agreement is entered into by the two parties in order to reserve the dates for conducting the Starstruck Showcase program at the school identified below on the date specified. This agreement is made between Carrie Pereira, Starstruck owner and

Scott Leaman Elementary / 645-6350
Name of School Phone #
1200 Brentford Circle
Address
Lincoln, Ca. 95648
City, State, Zip Code

2. Start Date: Oct. 21st, 2020

3. End Date: Dec. 2nd, 2020

4. Teaching Days: Wed. and Fri. (One Tues. and One Thurs.)

5. Show Dates: Tues. Dec. 1st and Wed. Dec. 2nd, 2020

6. Number of Students expected to participate: _____

7. Do you think we can get the teachers to participate once a week in the mornings, before school starts, and learn a dance of their own that we will teach and then they will perform in the show? _____

8. Fee: The agreed to fee is: \$3700.00 (Fee needs to be paid on show date.)

9. Cancellation: The parties agree that there will be no penalty if either party finds it necessary to cancel this agreement. However both parties agree to notify the other party at least three months in advance, giving each party time to find a replacement if needed.

Carrie Pereira / 3/23/2020 Audrey Kilpatrick / 14/16/20
Carrie L. Pereira Date School Representative Date

Audrey Kilpatrick

Asst Supt of Business Svs and Operations

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	
<ol style="list-style-type: none"> 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 Teacher Synergy LLC -
Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of Business
Services and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

No Cost

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Teacher Synergy LLC for teachers to utilize the teacher resource page, "teachers pay teachers" complete with lesson plans and other resources for free through the end of June 2020. There will be no cost for the services.

RECOMMENDATION:

Administration recommends that the Board ratify the contract proposal agreement between Teacher Synergy LLC and Western Placer Unified School District.

Company: Teacher Synergy LLC
Attn: School Purchasing Department
 PO Box 1411
 New York, NY 10276

Date Issued: 04/24/2020
Expiration Date: 04/30/2020

SUBSCRIBER DETAILS:

Customer: Lincoln High School
 790 J ST
 LINCOLN, CALIFORNIA 95648

Sales Representative	TpT Quote ID
Hannah Piazza	Q006721

Account Contact:

Name: Michael Maul
Email Address: mmaul@wpusd.org

Invoicing Contact:

Name: Michael Maul
Email Address: mmaul@wpusd.org

SUBSCRIPTION DETAILS:

USERS	ACCESS LEVEL	SERVICE TERM	FREQUENCY	PRICE
Up to 93	400 Resource Licenses	Start Date: 04/01/2020 Months: 3	Quarter	\$0.00

PAYMENT TERMS:

Payment Due	Net 30 (from invoice date)
Payment Method	Check
Currency	USD

SUBTOTAL	\$0.00
Estimated Tax*	\$0.00
TOTAL	\$0.00

*Sales tax ultimately charged may differ. The final sales tax amount will be calculated when an invoice is created.

Directions: If you need to reference a purchase order for this order, you can write the PO # in the box to the right and submit your signed PO with this signed Quote.

Purchase Order # (if applicable, for reference only)



Authorized Signature

Name: Audrey Kilpatrick

Title: Asst Supt of Business Svs and Operations

Date: 4/23/20

Terms & Conditions:

This Quote and your use of the TpT School Access Services is governed by our TpT School Access Subscription Terms ("Terms") found at the following URL: <http://bit.ly/TpTSchoolAccessTerms> which Terms are incorporated by reference into this Quote and together with this Quote and our Privacy Policy form the "Agreement". By signing this Quote, Customer agrees to be bound by this Agreement and the individual signing represents and warrants that he or she is authorized to bind Customer to the Agreement. Customer acknowledges and agrees that any reference to a purchase order in this Quote or any associated invoice is solely for Customer's convenience in record keeping, and no such reference or any delivery of Services to Customer following any issuance of a purchase order shall be deemed as Company's acknowledgement of or agreement to any terms or conditions associated with any such purchase order or in any way be deemed to modify, alter, supersede or supplement the Agreement. The terms and conditions of the Agreement are the exclusive agreement of the parties with respect to the subject matter hereof and no other terms or conditions shall be binding upon Company or otherwise have any force or effect.

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 Placer County
Office of Education and Western Placer
Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Maintenance & Operations General Fund

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for consulting services with PCOE and Western Placer Unified School District for the PCOE Clean Water Strategies for the 2020-21 fiscal year. The agreement includes specialized services to provide a group training workshop, annual evaluations, and ongoing monitoring support to fulfill the requirements specified in the California General Permit for Storm Water Discharges associated with Industrial Activities which was adopted by the State Water Resources Control Board on April 1, 2014. The cost of these services is \$3,305.63 and will be paid with the Maintenance & Operations General Fund.

RECOMMENDATION:

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


Placer County Office of Education

360 Nevada Street, Auburn, CA 95603
 (530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Date: April 10, 2020

AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by the Placer County Office of Education (PCOE) is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of PCOE and **WESTERN PLACER UNIFIED SCHOOL DISTRICT** ("Agency"). This Agreement is effective when signed by PCOE and Agency and for reference only is dated July 1, 2020.

1.0 SCOPE OF SERVICES

PCOE, through Clean Water Strategies Inc. ("Consultant") shall provide specialized consulting services to Agency as described below or (in Attachment A).

2.0 FEES

Agency shall pay a maximum amount to PCOE as described in Attachment A as full payment for all specialized services set forth herein. Any additional expenses such as travel, materials, copying etc. shall be paid as described in Attachment A.

3.0 RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0 WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by PCOE within the course and scope of this Agreement shall be specified below the property of:

- a. ☒ PCOE _____
- b. ☒ Agency _____
- c. ☐ Not Applicable _____

5.0 TERM

The term of this Agreement shall be from **July 1, 2020**, through **June 30, 2023**.

6.0 TERMINATION

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, PCOE shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 PAYMENT

PCOE will invoice Agency within thirty (30) calendar after services have been provided. Agency shall pay fees within thirty (30) after receiving an invoice from PCOE.

8.0 AMENDMENTS

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 STATUS OF CONSULTANT

The consulting services are being provided by PCOE salaried employee and not of the Agency. Any and all employer payroll tax and retirement related payments on behalf of individual are to be made by PCOE.

10.0 CERTIFICATION

The Agency shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by PCOE on behalf of Agency. The Agency shall be responsible for meeting any certification requirements and if necessary, for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports that PCOE prepares on behalf of Agency.

11.0 HOLD HARMLESS AND IDEMNIFICATION

Each party agrees to indemnify, defend and hold harmless the other party and its employees, officers, and agents from and against all liability or claims for injury or damage to persons or property arising out of or from the breach of this Agreement, or from any negligent or intentional acts or omissions of either party, its employees, officers, and agents, in connection with the performance of this Agreement.

12.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS


Gayle Garbolino-Mojica

4/20/2020

Date

AGENCY

Western Placer Unified School District

Name of Agency

(Signature of Agency Representative)

Date

Title



Placer County Office of Education

360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Date: April 10, 2020

ATTACHMENT A – SCOPE OF SERVICES AND/OR FEE SCHEDULE

The Placer County Office of Education (PCOE), through Clean Water Strategies Inc. ("Consultant"), provides storm water services to Agency and assists them in complying with the current California General Permit for Discharges of Storm Water Associated with Industrial Activities (IGP), which was adopted by the State Water Resources Control Board on April 1, 2014 as Order 2014-0057-DWQ.

Consultant will provide the services described below to the Agency. The proposed services would be for three years: 2020-2021, 2021-2022, and 2022-2023.

Consultant will provide the services described below to the Agency. Services shall include, but may not be limited to, the following components:

Task 1- New Participants

(Omitted – New Participants)

Task 2A - Group Training Workshop

CONSULTANT will conduct one workshop for all participants each year at the PCOE offices in Auburn, California. The purpose of the workshop would be to provide training for school district personnel regarding the SWPPP best management practices (BMPs) and monitoring requirements.

Task 2B - Annual Comprehensive Facility Compliance Evaluations

Consultant will conduct Annual Evaluations at each school bus maintenance facility accompanied by district staff. This task will include verification that the monitoring records are complete and the SWPPP is being properly implemented; inspection of all areas of industrial activity, all drainage areas, BMPs that are included in the SWPPP and an assessment of BMP effectiveness. The results from the Annual Evaluation will be summarized in a report and submitted to the district for signature.

A site visit will be scheduled and conducted with district site managers or other personnel who are most familiar with how the existing SWPPP has been implemented and how the monitoring has been conducted. Objectives for the initial visit will include confirming the site configuration, visually assessing the existing storm water drainage features and potential sources of industrial storm water pollutants and conceptually identifying potential future BMPs that may be needed if NALs are exceeded. In addition, this visit will foster developing relationships with facility personnel responsible for SWPPP implementation.

Task 2C - Monitoring Support

Consultant will Monitor district progress in collecting storm water samples and performing other required monitoring and advise district when major storm events are anticipated in district vicinity (when sample collection requirements have not yet been met).

District personnel will perform monthly inspections, visual observations, and stormwater sample collection consistent with the IGP requirements and the Monitoring Implementation Plan (MIP) at each site. We request district personnel gather the laboratory reports and completed stormwater-compliance related forms and provide them to Consultant via email each month.

We will track, review, and evaluate inspection, monitoring, and sampling data. Stormwater monitoring data including inspections and observations will be reviewed so potentially important results are communicated, and response actions can be formulated and implemented in a timely manner. BMP performance will be, in part, assessed based on the incoming data and communications will be made with district personnel with suggestions to modify or update BMPs as needed. It is important deficiencies and potential issues will be communicated with the districts after review of site inspections and data so timely corrective actions can be taken if needed.

Consultant will Review the Sampling Event Visual Observation records prepared by the district and the storm water sample analyses prepared by the laboratory to verify that there are no apparent analytical errors and that the analysis meets the IGP requirements.

If there are any questions regarding the laboratory report, Consultant will confer with the analytical laboratory and, if needed, request a revised laboratory report. If the storm water sample results appear valid, Consultant will upload the data onto the SMARTS website as required by the IGP.

Consultant will confer with the district if any of the sample results exceed one or more of the Numeric Action Levels (NALs) specified in the IGP. Consultant will provide recommendations regarding potential corrective actions that could be taken by the district based on the specific NAL exceedance(s).

Task 2D - Annual Reports

Consultant will prepare an electronic on-line annual report for each school district to submit to the SWRCB via the SMARTS website by July 15 of each year. The draft reports will be prepared based on observation records prepared by each district, the storm water sample analyses, and the results from the Annual Evaluation. Consultant will notify the district when the annual report is ready for review, certification, and submittal.

The report will include an explanation for non-compliance, revisions made to the SWPPP, and the dates of the Annual Evaluation. The information in these annual reports should be reviewed and discussed before the annual report is submitted.

IGP Permit Fee Schedule per District

Fiscal Year	IGP costs due to PCOE
2020-2021	\$3305.63
Annual Cost for Existing Participant	\$3305.63

Fiscal Year	IGP costs due to PCOE
2021-2022	\$3405.60
Annual Cost for Existing Participant	\$3405.60

Fiscal Year	IGP costs due to PCOE
2022-2023	\$3508.80
Annual Cost for Existing Participant	\$3508.80

These services will be billed annually pursuant to the pay schedule identified in Section 7.0 of the Agreement for Consulting Services herein.

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS


Gayle Garbolino-Mojica

4/20/2020
Date

AGENCY

Western Placer Unified School District
Name of Agency


(Signature of Agency Representative)
Audrey Kilpatrick

4/21/20
Date

Asst Supt of Business Svs and Operations
Title

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 Placer County
Office of Education and Western Placer
Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Maintenance & Operations General Fund

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for consulting services with PCOE and Western Placer Unified School District for the PCOE Clean Water Strategies for the 2020-21 fiscal year. The agreement includes specialized services to provide a group training workshop, annual evaluations, and ongoing monitoring support to fulfill the requirements specified in the California General Permit for Storm Water Discharges from Small Municipal Storm Sewer Systems (Small MS4 Permit). The Small MS4 Permit was adopted by the State Water Resources Control Board on February 5, 2013. The cost of these services is \$3,461.50 and will be paid with the Maintenance & Operations General Fund.

RECOMMENDATION:

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


Placer County Office of Education

 360 Nevada Street, Auburn, CA 95603
 (530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Date: April 10, 2020

AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by the Placer County Office of Education (PCOE) is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of PCOE and **WESTERN PLACER UNIFIED SCHOOL DISTRICT** ("Agency"). This Agreement is effective when signed by PCOE and Agency and for reference only is dated July 1, 2020.

1.0 SCOPE OF SERVICES

PCOE, through Clean Water Strategies, Inc. ("Consultant") shall provide specialized consulting services to Agency as described below or (in Attachment A).

2.0 FEES

Agency shall pay a maximum amount to PCOE as described in Attachment A as full payment for all specialized services set forth herein. Any additional expenses such as travel, materials, copying etc. shall be paid as described in Attachment A.

3.0 RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0 WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by PCOE within the course and scope of this Agreement shall be specified below the property of:

- a. ☒ PCOE _____
- b. ☒ Agency _____
- c. ☐ Not Applicable _____

5.0 TERM

The term of this Agreement shall be from July 1, 2020, through June 30, 2023. If new permit reissuance is delayed, Agency may extend year to year until reissued permit requirements are clear.

6.0 TERMINATION

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, PCOE shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 PAYMENT

PCOE will invoice Agency within thirty (30) calendar after services have been provided. Agency shall pay fees within thirty (30) after receiving an invoice from PCOE.

8.0 AMENDMENTS

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 STATUS OF CONSULTANT

The consulting services are being provided by PCOE salaried employee and not of the Agency. Any and all employer payroll tax and retirement related payments on behalf of individual are to be made by PCOE.

10.0 CERTIFICATION

The Agency shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by PCOE on behalf of Agency. The Agency shall be responsible for meeting any certification requirements and if necessary, for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports that PCOE prepares on behalf of Agency.

11.0 HOLD HARMLESS AND IDEMNIFICATION

Each party agrees to indemnify, defend and hold harmless the other party and its employees, officers, and agents from and against all liability or claims for injury or damage to persons or property arising out of or from the breach of this Agreement, or from any negligent or intentional acts or omissions of either party, its employees, officers, and agents, in connection with the performance of this Agreement.


12.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party

has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS



Gayle Garbolino-Mojica

4/21/2020

Date

AGENCY

Western Placer Unified School District

Name of Agency

(Signature of Agency Representative)

Date

Title



Placer County Office of Education

360 Nevada Street, Auburn, CA 95603
(530) 889-8020 • Fax (530) 886-5841 • www.placercoe.k12.ca.us

Gayle Garbolino-Mojica, County Superintendent of Schools

Date: April 10, 2020

ATTACHMENT A – SCOPE OF SERVICES AND/OR FEE SCHEDULE

The Placer County Office of Education (PCOE), through Clean Water Strategies, Inc. ("Consultant"), provides storm water services, assisting Agency voluntarily implement requirements specified in the California General Permit for Storm Water Discharges from Small Municipal Storm Sewer Systems (Small MS4 Permit). The existing Small MS4 Permit was adopted by the State Water Resources Control Board (SWRCB) on February 5, 2013. Agency is not currently designated (required to comply with the Small MS4 Permit).

Consultant will provide the services described below to the Agency in implementing the BMP's required by the Small MS4 General Permit.

Services shall include, but may not be limited to, the following components:

Task 1- Annual Meeting

Consultant will conduct an annual meeting with staff at each school district to clarify the Small MS4 Permit requirements, answer questions and observe conditions at district facilities, discuss progress in implementation of storm water best management practices (BMPs), and set goals for tasks that can be reasonably completed during the following twelve months. The results from discussions during the meeting will be summarized in an annual progress report submitted to the district.

Consultant will facilitate establishing measurable goals and objectives consistent with achieving Small MS4 Permit compliance. Consultant recognizes that non-traditional Small MS4s (school districts) are very different than traditional MS4s (cities) and will focus on the school district environment and characteristics. The goals and objectives will be designed to enable the districts to demonstrate program effectiveness and gauge the level of permit compliance. The goals and objectives will also reflect the unique needs, resources, and characteristics of the district.

Goals and objectives will be established on a district-wide basis and keeping in mind watershed or resource issues or planning and district development issues. The Small MS4 Permit establishes Task Descriptions and Implementation Levels expected of Non-traditional Small MS4's for each required control measure including:

PROGRAM MANAGEMENT

EDUCATION AND OUTREACH PROGRAM

PUBLIC INVOLVEMENT AND PARTICIPATION PROGRAM

ILLICIT DISCHARGE DETECTION AND ELIMINATION PROGRAM

CONSTRUCTION SITE RUNOFF CONTROL PROGRAMPOLLUTION PREVENTION/GOOD HOUSEKEEPING FOR PERMITTEE OPERATIONS PROGRAMPOST CONSTRUCTION STORM WATER MANAGEMENT PROGRAMPROGRAM EFFECTIVENESS ASSESSMENT AND IMPROVEMENTTOTAL MAXIMUM DAILY LOADS COMPLIANCE REQUIREMENTS

A key part of our approach will be to foster implementation of the goals to be practicable for a school district environment.

Task 2 - Annual Storm Water Training Workshop

Consultant will Conduct Annual Storm Water Training Workshops at the PCOE offices in Auburn, California. The purpose of the Annual Storm Water Training Workshop will be to address overall Permit implementation issues and priorities; provide a summary of overall Placer County school district progress towards implementing best management practices specified in the Small MS4 Permit; and to keep the districts informed regarding the status of the statewide Small MS4 Permit update process and how that can impact school district construction and operations.

Consultant will focus on assisting participating Placer County school districts to voluntarily implement requirements specified in the Small MS4 Permit adopted by the SWRCB on February 5, 2013 as practicable. Consultant will also track SWRCB progress on updating the existing permit and will keep districts up to date as new information is available.

Task 3 – Review Draft Permit, engagement and communications on Behalf of PCOE Members

It is currently anticipated that a workshops on the draft permit will commence in March 2019 for public engagement and comment. Consultant recommends that the PCOE districts develop a joint engagement approach and comment letters as appropriate to submit for SWRCB consideration. Consultant will review draft permit language, engage with members, and develop draft comment letter(s). The draft comment letter(s) will be circulated to PCOE and to PCOE districts for input. After receiving input from PCOE and the districts, Consultant will finalize the letter(s) for submission to the SWRCB. Consultant will also attend the SWRCB workshops and/or hearings on the Small MS4 Permit update and communicate updates to members.

Small MS4 Permit Fee Schedule per District

Fiscal Year	Small MS4 costs due to PCOE
2020-2021	\$3461.50
TOTAL OF CONTRACTED SERVICES	\$3461.50

Fiscal Year	Small MS4 costs due to PCOE
2021-2022	\$3564.70
TOTAL OF CONTRACTED SERVICES	\$3564.70

Fiscal Year	Small MS4 costs due to PCOE
2022-2023	\$3672.20
TOTAL OF CONTRACTED SERVICES	\$3672.20

Work outside of the proposed scope of work will not be performed without prior written authorization. The billing rate by CWS to the Agency for additional services will be \$120 - 165 per hour depending on the task.

These services will be billed annually pursuant to the pay schedule identified in Section 7.0 of the Agreement for Consulting Services herein.

has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

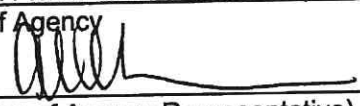
IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS


 Gayle Garbolino-Mojica

4/21/2020
 Date

AGENCY

Western Placer Unified School District
 Name of Agency

 (Signature of Agency Representative)
 Audrey Kilpatrick

4 | 21 | 20
 Date

Asst Supt of Business Svs and Operations
 Title

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:

Ratify Licensing Agreement
Between Microsoft and Western Placer
Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick 
Assistant Supt. - Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Technology

FINANCIAL INPUT/SOURCE:

General Funds – Technology Department

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for Microsoft and Western Placer Unified School District for volume institutional Desktop Product and Additional Products licensing for all district faculty, staff and students. The agreement term is for thirty-six (36) months. The licensing subscription will be paid with technology department General funds.

RECOMMENDATION:

Administration recommends the Board ratify the volume licensing agreement between Microsoft and Western Placer Unified School District.



Program Signature Form

MBA/MBSA number

Agreement number

5523254

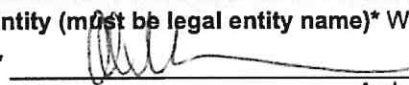
Note: Enter the applicable active numbers associated with the documents below. Microsoft requires the associated active number be indicated here, or listed below as new.

For the purposes of this form, "Customer" can mean the signing entity, Enrolled Affiliate, Government Partner, Institution, or other party entering into a volume licensing program agreement.

This signature form and all contract documents identified in the table below are entered into between the Customer and the Microsoft Affiliate signing, as of the effective date identified below.

Contract Document	Number or Code
Enrollment for Education Solutions	X20-14303

By signing below, Customer and the Microsoft Affiliate agree that both parties (1) have received, read and understand the above contract documents, including any websites or documents incorporated by reference and any amendments and (2) agree to be bound by the terms of all such documents.

Customer	
Name of Entity (must be legal entity name)*	Western Placer Unified School District
Signature*	
Printed First and Last Name*	Audrey Kilpatrick
Printed Title	Asst Supt of Business Sys and Operations
Signature Date*	4/13/20
Tax ID	94-1599904

* indicates required field

Microsoft Affiliate	
Microsoft Corporation	
Signature	_____
Printed First and Last Name	_____
Printed Title	_____
Signature Date (date Microsoft Affiliate countersigns)	_____
Agreement Effective Date (may be different than Microsoft's signature date)	_____

Optional 2nd Customer signature or Outsourcer signature (If applicable)

Customer
Name of Entity (must be legal entity name)*
Signature* _____
Printed First and Last Name*
Printed Title
Signature Date*

** indicates required field*

Outsourcer
Name of Entity (must be legal entity name)*
Signature* _____
Printed First and Last Name*
Printed Title
Signature Date*

** indicates required field*

If Customer requires additional contacts or is reporting multiple previous Enrollments, include the appropriate form(s) with this signature form.

After this signature form is signed by the Customer, send it and the Contract Documents to Customer's channel partner or Microsoft account manager, who must submit them to the following address. When the signature form is fully executed by Microsoft, Customer will receive a confirmation copy.

Microsoft Corporation
Dept. 551, Volume Licensing
6100 Neil Road, Suite 210
Reno, Nevada 89511-1137
USA



Enrollment for Education Solutions

Enrollment Number <i>Microsoft to complete</i>	60187003	Qualifying Enrollment Number (if applicable) <i>Partner to complete</i>	
Previous Enrollment Number (if applicable) <i>Partner to complete</i>	64313278		

This Enrollment must be attached to a signature form to be valid.

This Microsoft Enrollment for Education Solutions is entered into between the entities identified on the signature form as of the effective date.

This Enrollment consists of: (1) these terms and conditions, (2) the terms of the Campus and School Agreement identified on the signature form, (3) the Product Terms, (4) the Online Services Terms, (5) any supplemental contact information form, Previous Agreement/Enrollment form and other forms that may be required, (6) the Supplemental Terms and Conditions for Online Services if Institution's Campus and School Agreement is a version 2009 or earlier and Institution is ordering Online Services, and (7) any order submitted under this Enrollment. This Enrollment may only be entered into under version 3.4 or later Campus and School Agreement. By entering into this Enrollment, Institution agrees to be bound by the terms and conditions of the Campus and School Agreement.

Effective date. If Institution is renewing Software Assurance or Subscription Licenses from one or more previous enrollments or agreements, then the effective date will be the day after the first prior enrollment or agreement expires or terminates. If this Enrollment is renewed, the effective date of the renewal term will be the day after the Expiration Date of the initial term or expiring renewal term, as applicable. Otherwise, the effective date will be the date this Enrollment is accepted by Microsoft. Any reference to "anniversary date" refers to the anniversary of the effective date of the applicable initial or renewal term for each year this Enrollment is in effect.

Term. This Enrollment will expire either 12 or 36 full calendar months from the Enrollment effective date, depending on Institution's election below, but may be terminated earlier as provided in Institution's Campus and School Agreement. *Please select **only one** initial Enrollment term option:*

<input type="checkbox"/>	12 Full Calendar Months	<input checked="" type="checkbox"/>	36 Full Calendar Months
--------------------------	-------------------------	-------------------------------------	-------------------------

Prior Enrollment(s). If renewing Software Assurance or Subscription Licenses from another enrollment or agreement, the previous enrollment or agreement number must be identified in the respective box above. If renewing from multiple enrollments or agreements, or transferring Software Assurance or MSDN details, the Previous Agreement/Enrollment form must be used.

Terms and Conditions

1. Definitions.

Terms used but not defined in this Enrollment will have the definition in the Campus and School Agreement. The following definitions also apply:

"Additional Product" means any Product identified as such in the Product Terms and chosen by Institution under this Enrollment.

"Customer," as used in certain supplemental forms (for example, the signature form), has the same meaning as "Institution."

"Education Platform Product" means any Product chosen by Institution under this Enrollment, and designated as an Education Platform Product in the Product Terms. Education Platform Products may only be licensed on an Organization-wide basis, or for the full Student Count.

"Education Qualified User" means an employee or contractor (except Students) who accesses or uses an Education Platform Product for the benefit of the Institution.

"Expiration Date" means the date upon which the Enrollment expires.

"Institution" means the entity that is (1) a Qualified Educational User (as defined at <http://www.microsoft.com/licensing/contracts>) as of the effective date of this agreement that has entered into this agreement with Microsoft or (2) an Affiliate of Institution that has entered into an Enrollment under this agreement. If Institution is a school district, "Institution" includes all participating schools in the same district.

"Organization-wide Count" means the total number of Education Qualified Users in the Organization as listed in the "Licensing options; rights and restrictions" table included in this Enrollment.

"Previous Enrollment or Agreement" means a School Subscription Enrollment, a Campus Subscription Enrollment, an Enrollment for Education Solutions, or an Open Value Subscription Agreement for Education Solutions.

"Qualified Device" means any device that is used by or for the benefit of the Organization or by or for the benefit of Students enrolled in the Organization and is: (1) a personal desktop computer, portable computer, workstation, or similar device capable of running Windows Pro locally (in a physical or virtual operating system environment) or (2) a device used to access a virtual desktop infrastructure ("VDI"). Qualified Devices do not include any device that is designated as a server and not used as a personal computer, or not Managed (as defined in the Product Terms at the start of the applicable initial or renewal term of the Enrollment). At its discretion, Institution may designate any device excluded above that is used by or for the benefit of the Organization as a Qualified Device for all or a subset of Education Platform Products or Online Services Institution has selected. "Qualifying Enrollment" means an Enrollment for Education Solutions, the minimum requirements of which were met and which was entered into by Institution or Institution's Affiliate, and that is active and valid upon signing of this Enrollment. Institution must have been included in the Organization under an Enrollment for Education Solutions that is used as the Qualifying Enrollment.

"Reseller" means an entity authorized by Microsoft to resell Licenses under this program and engaged by Institution to provide pre- and post-transaction assistance related to this agreement.

"Student Count" means the total number of Students in the Organization as listed in the "Licensing options; license rights and restrictions" table included in this Enrollment.

"Student Qualified Device" means a Qualified Device owned, leased, or controlled by a Student or owned, leased, or controlled by the Organization and assigned for individual, dedicated use by a Student.

"Subscription License" means, for purposes of this Enrollment, a fixed term license that expires when the Enrollment expires or is terminated unless the buyout option is exercised. Any License ordered under this Enrollment is a Subscription License, even if it is otherwise designated on the purchase order.

2. Order requirements.

- a. **Minimum order requirements for Enrollment for Education Solutions.** This Enrollment allows Institution to license Products on a subscription basis across its Organization. Institution defines its Organization and can select from two different licensing options (Education Qualified Users or Students), depending on the Users it wishes to enable to use the Products.

The initial order must include Subscription Licenses for at least:

- (i) One Education Platform Product for an Organization-wide Count of at least 1,000; or
- (ii) One Education Platform Product for a Student Count of at least 1,000; or
- (iii) A mix of Education Platform Products that may be ordered as described in the Product Terms.

These minimum requirements are waived if Institution has a Qualifying Enrollment. Institution must submit an order within 30 days of the effective date of the Enrollment. Microsoft may refuse to accept this Enrollment if it has a business reason for doing so.

- b. **Additional Products.** Upon satisfying the minimum order requirements above, Institution may order Additional Products. For Additional Products identified in the Product Terms as licensed Organization-wide or for the full Student Count, Institution must order Licenses equal to the Organization-wide Count or Student Count, as applicable.
- c. **Use Rights for Education Platform Products.** For Education Platform Products other than Online Services, if a new Product version has more restrictive use rights than the version that is current at the start of the applicable initial or renewal term of the Enrollment, those more restrictive use rights will not apply to Institution's use of that Product during that term.
- d. **Country of usage.** Institution must specify the countries where Licenses will be used on its initial order and on any additional orders.
- e. **Resellers.** Orders must be submitted to an authorized Reseller who will transmit the order to Microsoft. The Reseller and Institution determine pricing and payment terms as between them, and Microsoft will invoice the Reseller based on those terms. Resellers and other third parties do not have authority to bind or impose any obligation or liability on the Microsoft Affiliate that enters into this Enrollment.
- f. **Adding Products.**
 - (i) **Adding new Products not previously ordered.** New Education Platform Products and Additional Products may be added at any time by contacting a Reseller. New Additional Products, other than Online Services, may be used if an order is placed in the month the Product is first used. For Online Services not previously ordered, an initial order for the Online Service is required prior to use.
 - (ii) **Adding Licenses for previously ordered Products.** For Education Platform Products other than Online Services and for Additional Products licensed Organization-wide or for the full Student Count, Institution is not required to obtain additional Licenses based on increases in the Organization-wide Count or Student Count after the date of the order. Institution must provide Microsoft with an updated Organization-wide Count or Student Count to account for any such increases on each anniversary of the Enrollment effective date during the Licensed Period. Additional Licenses for Online Services must be ordered prior to use.
 - (iii) **Invoicing.** Microsoft will invoice Institution's Reseller for such Products ordered on a pro-rated basis based on the greater of (i) the number of full calendar months remaining in the Licensed Period or (ii) six months. Microsoft will invoice the Reseller for Online Services ordered on a pro-rated basis based on the number of full calendar months remaining in the Licensed Period. If Institution subsequently orders Licenses for Additional Products that were not included on Institution's initial order, Microsoft will use the price list in effect on the date of the invoice to charge Institution's Reseller for the additional Licenses. If Institution subsequently orders additional Licenses for Products that were included in Institution's initial order, Microsoft will use the price list in effect when the product was initially ordered to charge Institution's Reseller for the additional Licenses.

g. Annual orders. Institution must submit annual orders as follows:

- (i) **Annual order requirements.** If Institution has a three-year Licensed Period, it must submit an annual order that accounts for any changes since the initial order or last annual order, including its updated Organization-wide Count or Student Count. Each annual order must include Licenses for at least the same types and quantities of Products as Institution ordered during the year following the Enrollment effective date or last anniversary date, except for permitted reductions, step-ups, add-ons and any Additional Products not ordered Organization-wide.
- (ii) **Subscription License Reductions.** Institution may reduce the quantity of Subscription Licenses at the enrollment anniversary date on a prospective basis as follows:
 - 1. For Enterprise Platform Products, Licenses can be reduced, as long as the initial order minimum requirements are maintained.
 - 2. For Additional Products ordered Organization-wide or for the full Student Count, the quantity of Licenses can be reduced provided it remains equal to Institution's Organization-wide Count or Student Count (as applicable).
 - 3. For other Additional Products, Institution may reduce the Licenses. If the License count is reduced to zero, then Institution's use of the applicable Subscription License will be cancelled.
- (iii) **Annual order period.** Microsoft must receive an anniversary order prior to each Enrollment anniversary date. Institution may order more often than at each Enrollment anniversary date except for Subscription License reductions.

- h. Buy-out option.** Institution may buy out active Subscription Licenses acquired under this Enrollment for Products other than Online Services (if permitted) and acquire perpetual Licenses for the latest version of the Product as of the Expiration Date by placing an order for such Licenses. A buy-out option is available if Institution has licensed the Products under one or more Enrollments (including any extensions) for at least 36 full calendar months immediately preceding the Expiration Date. To exercise its buy-out option, Institution must submit and Microsoft must receive the buy-out order no more than 30 days prior to the Expiration Date. The Expiration Date will be the invoice date for the buy-out order. Institution may order perpetual Licenses for Education Platform Products and Additional Products licensed Organization-wide in a quantity at least equal to the Organization-wide Count, but not more than the number of Qualified Devices in the Organization on the date of the buy-out order. Institution may order perpetual Licenses for Additional Products in a quantity equal to the lowest number of Licenses ordered during any of the three 12-month periods immediately preceding the expiration of the Enrollment. The buy-out option is not available for Products licensed under the Student licensing option. Except as specifically provided otherwise in the Use Rights, perpetual Licenses acquired through the buy-out option are device Licenses.
- i. How to confirm orders.** Microsoft will publish password-protected information about orders placed by Institution, including an electronic confirmation of each order, at the Volume Licensing Service Center (<https://www.microsoft.com/licensing/servicecenter>) or a successor site. Upon Microsoft's acceptance of this Enrollment, the individual designated by Institution as its Online Administrator will be granted access to this site.
 - j. Step up licenses.** For Licenses eligible for a step-up under this Enrollment, Institution may step-up to a higher edition or suite. The order requirements set forth in the subsection above titled "Adding Licenses for previously ordered Products" apply to all step-ups.

3. Pricing.

- a. Subscription price.** This section shall not apply to Products licensed to Institution at special promotion prices to distributor or Reseller, as applicable.

- (i) **One-year Licensed Period.** Microsoft will not increase the price it charges to the Reseller for an annual extension of a License by more than ten percent (10%) (as determined with reference to U.S. funds, regardless of the currency in which amounts are invoiced or payment is made) over the immediately preceding one year Licensed Period if Institution submits an extension order prior to the expiration of the Enrollment for the same Products in the same quantities as ordered in the expiring Licensed Period.
- (ii) **Three-year Licensed Period.** If Institution chooses a three-year Licensed Period and complies with the ordering requirements in this Enrollment, provided Institution qualifies for the same price level for the entire Licensed Period, for any Products ordered during the Licensed Period, Microsoft will charge the Reseller the same price for a License on each annual order as when Institution first ordered the Product, except for step-ups.
- b. **Price levels.** Institution's Organization-wide Count or Student Count, as applicable, determines the price level for Education Platform Products (A, B, C, or D). If Institution chooses to extend this Enrollment, the price level will be reset at the start of the extension term based on Institution's Organization-wide Count or Student Count at the time the extension order is placed. There are no price levels for Additional Products. Provided that Institution qualifies for the same price level for the entire term, Institution's price level does not change during the term of the Enrollment. If Institution qualifies for a different price level during the applicable initial or renewal term, Microsoft may at its discretion establish a new price level for future new orders either upon Institution's request or on its own initiative.

Select Price Level that Applies to Education Qualified User Option	Organization Wide Count	Price level (Only Applicable For Education Platform Products)
<input checked="" type="checkbox"/>	1,000	A
<input type="checkbox"/>	3,000	B
<input type="checkbox"/>	10,000	C
<input type="checkbox"/>	25,000	D

Select Price Level that Applies to Student Option	Student Count	Price level (Only Applicable For Education Platform Products)
<input type="checkbox"/>	1,000	A
<input checked="" type="checkbox"/>	3,000	B
<input type="checkbox"/>	10,000	C
<input type="checkbox"/>	25,000	D

- c. **Setting Prices.** The price Institution will pay to license the Products will be determined by agreement between Institution and its Reseller. However, Microsoft will provide the Reseller with pricing at the outset of this Enrollment and will not increase the prices that it charges the Reseller for the Products during the term of the Enrollment.

4. **Qualifying systems Licenses.**

The desktop operating system Licenses granted under this program are upgrade Licenses only. Full desktop operating system Licenses are not available under this program. If Institution selects the Windows Desktop Operating System Upgrade, all Qualified Devices on which Institution runs the Windows Desktop Operating System Upgrade must be licensed to run one of the qualifying operating systems identified in the Product Terms.

5. End of Enrollment term and termination.

- a. **General.** Microsoft will notify Institution in writing prior to the expiration of the Enrollment. The notice will advise Institution of the option to (1) renew the Enrollment, (2) submit a new Enrollment, (3) exercise the buy-out option, or (4) allow the Enrollment to expire. Microsoft will not unreasonably reject any extension order or new Enrollment. However, Microsoft may make a change to this program that will make it necessary for Institution to enter into a new agreement prior to extending or submitting new Enrollment. Each Licensed Period will start the day following the expiration of the prior Licensed Period.
- b. **Extension orders.** Institution may elect to extend its initial Licensed Period for subsequent terms not to exceed 72 consecutive months from the initial effective date using any combination of (1) extension terms of 12 full calendar months and (2) one extension term of 36 full calendar months. Institution must submit, and Microsoft must receive, an extension order prior to the expiration of the Licensed Period.
- c. **If Institution elects not to renew.**
 - (i) **Subscription Licenses buy-out.** Institution may elect to obtain perpetual Licenses as described in the Section titled "Buy-out option" for Licenses for which a buy-out is available.
 - (ii) **Expiration of Enrollment.** Institution may allow the Enrollment to expire. If the Enrollment expires, the Licenses will be cancelled and will terminate as of the Expiration Date. Any associated media must be uninstalled and destroyed, and Organization must discontinue use. Microsoft may request written certification to verify compliance. Because all Licenses acquired under this agreement are temporary, Institution will not be eligible to obtain Software Assurance for those Licenses under any other Microsoft Volume licensing program without first acquiring a perpetual License or License and Software Assurance (L&SA).
- d. **Termination for cause.** Any termination for cause of this Enrollment will be subject to the "Termination for cause" section of the Agreement.
- e. **Early termination.** If Institution terminates its Enrollment as a result of a breach by Microsoft, or if Microsoft terminates an Online Service for regulatory reasons, Microsoft will issue Institution's Reseller a credit for any amount paid in advance for the period after termination.

Enrollment Details

1. Defining Institution's Organization.

Define the Organization by choosing one of the options below. *Please select only one option.*

<input type="checkbox"/>	Institution and all of its Affiliates , departments and school locations (<i>do not</i> list any entity in the below list)
<input checked="" type="checkbox"/>	Institution only (including all of its departments and school locations, but not including any Affiliates) (<i>do not</i> list any entity in the below list)
<input type="checkbox"/>	Institution <i>plus</i> the listed Affiliate(s) and/or department(s), and/or school location(s), or clearly defined User group(s) if Affiliate is a school without departments or school locations (please list the Affiliate(s), department(s), school location(s) or User group(s) of Affiliate(s) below)
<input type="checkbox"/>	Institution's (or any Affiliate's) listed department(s), and/or school location(s), or clearly defined User group(s) if Institution or Affiliate is a school without departments or school locations (please list department(s), school location(s) or User group(s) and any Affiliate(s) below)

If Institution chooses to enroll specific departments, school locations, and/or clearly defined User groups, Institution must provide the department, school location, and/or defined User group names. If the department, school location, or User group is part of an Affiliate, Institution must also provide the name of the Affiliate. A department includes all segments of a department (e.g., a business school should include the business library). A department must be for educational purposes. Open access labs and other resource support centers do not qualify as separate departments.

List of participating Affiliates, departments, school locations, and/or clearly defined User groups

Institution may attach pages to this Enrollment if additional rows are needed.

2. Licensing options; license rights and restrictions.

Choosing a licensing option. Institution may license Education Platform Products and Additional Products licensed Organization-wide or for the full Student Count for (1) Education Qualified Users and/or (2) Students. Institution must indicate the option(s) it chooses by marking the applicable box below and provide its initial Organization-wide Count and/or Student Count, as applicable. Institution must select at least one licensing option.

Licensing Options.

- a. **Education Qualified Users:** If Institution selects this option, Institution's Organization-wide Count must include all Education Qualified Users in its Organization.
- b. **Students:** If Institution selects this option, Institution's Student Count must include all of the Students in its Organization.

Category	Institution's Selection	Organization-wide Count and/or Student Count, as applicable
1. Education Qualified Users	<input checked="" type="checkbox"/>	720
2. Students	<input checked="" type="checkbox"/>	7400

License rights and restrictions. So long as Institution places orders pursuant to the agreement and this Enrollment for any required Licenses and pays per the agreement with its Reseller, Institution (and/or its Students, as applicable) will have the following rights during the term of this Enrollment:

- a. If the Education Qualified User option is chosen, Institution is not required to count members of the public who access PCs that remain in Institution's open access labs or libraries. Institution may not permit remote access to software installed on PCs in open access labs or libraries. In the case of CALs, Institution may assign (1) a device CAL to each Qualified Device and (2) a user CAL to each Education Qualified User, in both cases to access Institution's associated server software.
- b. If the Student option is chosen, each Student in the Organization may run one instance of the licensed Education Platform Products and one instance of any Additional Product licensed for the Student Count on a Student Qualified Device. In the case of CALs, Institution may assign a user CAL to each Student to access Institution's associated server software. Student's right to use the software shall be governed by and subject to the relevant sections of the most current Product Terms.

3. Contact information.

Each party will notify the other in writing if any of the information in the following contact information page(s) changes. The asterisks (*) indicate required fields. By providing contact information, Institution consents to its use for purposes of administering this Enrollment by Microsoft, its Affiliates, and other parties that help administer this Enrollment. The personal information provided in connection with this Enrollment will be used and protected in accordance with the privacy statement available at <https://www.microsoft.com/licensing/servicecenter>.

- a. **Primary contact.** This contact is the primary contact for the Enrollment from within Institution. This contact is also an Online Administrator for the Volume Licensing Service Center and may grant online access to others. The primary contact will be the default contact for all purposes unless separate contacts are identified for specific purposes.

Name of entity (must be legal entity name) * Western Placer Unified School District

Contact name: First* Tsugufumi **Last*** Furuyama

Contact email address* tfuruyama@wpusd.k12.ca.us

Street address* 600 Sixth Street Suite 400

City* Lincoln

State/Province* CA

Postal code* 95648-1787-

(For U.S. addresses, please provide the zip + 4, e.g. xxxxx-xxxx)

Country* United States

Phone 916.645.6350

Tax ID

** indicates required field*

- b. **Notices contact and Online Administrator.** This contact (1) receives the contractual notices and (2) is the Online Administrator for the Volume Licensing Service Center and may grant online access to others.

☒ Same as primary contact (default if no information is provided below, even if box is not checked)

Contact name: First* Tsugufumi **Last*** Furuyama

Contact email address* tfuruyama@wpusd.k12.ca.us

Street address* 600 Sixth Street Suite 400

City* Lincoln

State/Province* CA

Postal code* 95648-1787-

(For U.S. addresses, please provide the zip + 4, e.g. xxxxx-xxxx)

Country* United States

Phone 916.645.6350

Language preference. Choose the language for notices. English

☐ This contact is a third party (not Institution). Warning: This contact receives personally identifiable information of the Institution and its Affiliates.

** indicates required field*

- c. **Online Services Manager.** This contact is authorized to manage the Online Services ordered under the Enrollment.

☐ Same as notices contact and Online Administrator (default if no information is provided below, even if box is not checked)

Contact name: First* Tsugufumi **Last*** Furuyama

Contact email address* tfuruyama@wpusd.k12.ca.us

Phone 916.645.6350

☐ This contact is from a third party organization (not the entity). Warning: This contact receives personally identifiable information of the entity.

** indicates required field*

- d. **Reseller information.** Reseller contact for this Enrollment is:

Reseller company name* SoftChoice Corporation

Street address (PO boxes will not be accepted) * 314 W Superior Suite 301

City* Chicago

State/Province* IL

Postal code* 60654

Country* United States

Contact name: First* Licensing **Last*** Administrator

Phone 416-588-9002

Contact email address* msselquestconfirmation@softchoice.com

** indicates required field*

By signing below, the Reseller identified above confirms that all information provided in this Enrollment is correct.

Signature*

Printed name*

Printed title*

Date*

Changing a Reseller. If Microsoft or the Reseller chooses to discontinue doing business with each other, Enrolled Institution must choose a replacement Reseller. If Enrolled Institution or the Reseller intends to terminate their relationship, the initiating party must notify Microsoft and the other party using a form provided by Microsoft at least 30 days prior to the date on which the change is to take effect.

- e. If Enrolled Institution requires a separate contact for any of the following, attach the Supplemental Contact Information form. *Otherwise, the notices contact and Online Administrator remains the default.*

(i) Additional Notices Contact

(ii) Software Assurance Manager

(iii) Subscriptions Manager

(iv) Customer Support Manager (CSM) contact

f. **Microsoft account manager.** Provide the Microsoft account manager contact for Institution.

Microsoft account manager name:

Microsoft account manager email address: @Microsoft.com



Softchoice Corporation
100 Spear St, Suite 200
San Francisco, CA, 94105

Sales/Order desk
Phone: (800) 268-7638 Fax: (800) 268-7639

Quote	8990706
Date	08-Apr-2020
Reference	01241521

QUOTE

Ship To: 1062934

Bill To: 1062934

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 6TH ST STE 400
IT
LINCOLN, CA 95648-1787

WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 6TH ST STE 400
IT
LINCOLN, CA 95648-1787

Attn: TSUGUFUMI FURUYAMA

Attn: TSUGUFUMI FURUYAMA

All currency in this quote is in US dollars.

Quote Prepared For	Tsugufumi Furuyama Phone: (916) 645-5175 Fax:
Quote Sent By	Maureen Copeland Maureen.Copeland@softchoice.com Phone: (312) 655-9002 x323202 Fax: (800) 268-7639

Item #	Mfg Sku #	Description	Qty	Unit Price	Extended Price
MEMO		Active ENR require for sales order			
MEMO		CAMSA - EES - Level C - Renewal 2.0 12 months			
VB3536	AAA-73004 ES-FNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - M365 EDU A3 SHRDSVR ALNG SUBSVL MVL PERUSR ALL LANGUAGES SAAS MS EES FAC NSM	720	\$48.22	\$34,718.40
VB3499	AAA-73002 ES-SNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - M365 EDU A3 SHRDSVR ALNG SUBSVL MVL PERUSR STUUSEBNFT ALL LANGUAGES SAAS MS EES P2 CSN	7400	\$0.00	\$0.00
WA6599	54R-00098 ES-ANM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - MSIMGNACDMY ALNG SUBSVL MVL SRVCS ALL LANGUAGES E-CERTIFICATE MS EES P2 CAM	1	\$1,280.46	\$1,280.46
UQ5021	9EA-00039 ES-ANY	WINSVRDCCORE ALNG LICSA PK MVL 2LIC CORELIC ALL LANGUAGES E- CERTIFICATE MS EES P2 CAN	72	\$36.76	\$2,646.72
UQ5023	9EM-00562 ES-ANY	WINSVRSTDCORE ALNG LICSA PK MVL 2LIC CORELIC ALL LANGUAGES E- CERTIFICATE MS EES P2 CAN	40	\$5.32	\$212.80
RB5528	7NQ-00302 ES-ANY	MS ENROLLMENT FOR EDUCATION SOLUTIONS - SQL SVR STANDARD CORE L/SA PACK ALL LANGUAGES E-CERTIFICATE MS EES P2 CAN	10	\$285.57	\$2,855.70
MEMO		April 2020			

SUB TOTAL \$41,714.08

DELIVERY:Economy NO CHARGE

TOTAL - USD \$41,714.08

Estimated Monthly Lease Payment \$1,287 per month*

All currency in this quote is in US dollars.



Softchoice Corporation
100 Spear St, Suite 200
San Francisco, CA, 94105

Sales/Order desk
Phone: (800) 268-7638 Fax: (800) 268-7639

Quote	8990706
Date	08-Apr-2020
Reference	01241521

QUOTE

*Please note that the estimated monthly payment shown above is an option based on a 36 month term with a USD\$1.00 buyout at the end of the term. Fair market value buyout and monthly payments may vary depending on your creditworthiness as determined by Softchoice. 1 and 2 year Service Agreements, Subscriptions, License and Support contracts are not eligible for 36 month payment plans; 12 or 24 month payment options may be available upon request. Shipping and applicable taxes are not included in the above estimate. Payment options in the United States of America are in US Dollars and not billable in other currencies. All monthly lease payment options are subject to credit approval and execution of a lease contract.

Pricing, availability and special offers are subject to change at any time.

Softchoice Corporation is legally obligated to collect fees levied under the Electronic Waste Recycling Fee Program (California State Board of Equalization) associated with the transaction(s) listed on this document

This purchase is subject to Softchoice's online terms of sale, unless you have a separate purchase agreement signed by both your company and Softchoice, in which case, that separate agreement will govern. Softchoice's terms of sale can be found at:
<http://m.softchoice.com/files/pdf/terms/TermsAndConditionsForProductPurchases.pdf>

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 Interviewstream
and Western Placer Unified School District

AGENDA ITEM AREA:

Consent

REQUESTED BY:

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

ENCLOSURES:

Yes

DEPARTMENT:

Personnel Services

FINANCIAL INPUT/SOURCE:

Human Resources

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Interviewstream for an interviews on demand subscription for 12 months starting on May 1, 2020. The services will allow one way and two way interviews to be conducted online. The subscription will cost \$7,500 and be funded with Human Resources funds.

RECOMMENDATION:

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



27 N. Wacker Dr.
Chicago, IL 60606
312.583.7499
interviewstream.com

Alissa Hittner

PROPOSED BY

4/30/2020

OFFER VALID THROUGH

ORDER FORM

Address Information

Bill To:

Company Name Western Placer Unified School District
Address 600 Sixth St., Ste. 400
City, State & ZIP Lincoln CA 95648

Ship To:

Company Name Western Placer Unified School District
Address 600 Sixth St, Ste 400
City, State & ZIP Lincoln CA 95648

Billing Contact Name Gabe Simon
Billing Email Address gsimon@wpusd.org

Billing Phone (916) 645-5293
Billing Fax _____

Terms and Conditions

Contract Start Date: 2020-05-01
Contract End Date: 2021-04-30

Payment Method: ACH
Payment Terms: Net30
Billing Method: Email
Billing Frequency: Annual

Services (Licensed Material and Support Services)

Services	One-time Fee	Start Date*	End Date*	Term	Total Price
interview on demand		2020-05-01	2021-04-30	12	\$7,500.00
TOTAL					\$7,500.00

- * If this Order Form is executed and/or returned to interviewstream by Customer after the Start Date above, interviewstream may adjust the Start Date and End Date, without increasing the Total Price, based on the date interviewstream activates the products and provided that the total term length does not change.

Prices shown above do not include any taxes that may apply. Any such taxes are the responsibility of Customer. This is not an invoice.

For customers based in the United States, any applicable taxes will be determined based on the laws and regulations of the taxing authority(ies) governing the "Ship To" location provided by Customer on this Order Form.

Pricing Summary

Date	Aggregate Price
5/1/2020 - 4/30/2021	\$7,500
TOTAL	\$7,500

- * The Pricing Summary is provided for informational purposes only and is not a payment schedule. Please refer to the Terms and Conditions section of this Order Form for payment related information.

Additional Terms

1. Any price decreases shall have no effect on previously purchased subscriptions.
2. Only add-on Orders by Customer that are associated with this Order Form, for the same Service, during the order term herein, are eligible for the applicable volume pricing levels under this Pricing Schedule.
3. Any renewals of the subscriptions purchased under this Order Form are not eligible for this Pricing Schedule unless expressly agreed to in writing between the parties in an applicable renewal Order Form.
4. Under the interviewstream SaaS Agreement, subscriptions under this Order Form shall automatically renew for the terms listed in the "order term" section unless written notice of cancellation is provided per the terms of the interviewstream SaaS Agreement.
5. Customer acknowledges that they have read and accept all technology requirements listed in the interviewstream SaaS Agreement and Supporting Requirements and Readiness Guide.
6. The Order Form will be the prevailing document should there be any conflicting terms.

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?
(Customer to complete)

_____ No

 X Yes – Please complete below

PO Number

DK

PO Amount

\$ 7500

Upon signature by Customer and submission to interviewstream, this Order Form shall become legally binding unless this Order Form is rejected by interviewstream for any of the following reasons: (1) the signatory below does not have the authority to bind Customer to this Order Form, (2) changes have been made to this Order Form (other than completion of the purchase order information and the signature block), or (3) the requested purchase order information or signature is incomplete or does not match our records or the rest of this Order Form. Subscriptions are non-cancelable before their Contract End Date.

This Order Form is governed by the terms of the interviewstream Master Subscription Agreement found at <https://interviewstream.com/company/virtual-saas-agreement/>, unless (i) Customer has a written master subscription agreement executed by interviewstream for such Services as referenced in the Documentation, in which case such written interviewstream master subscription agreement will govern or (ii) otherwise set forth herein.

Customer

Gabe Simon

SIGNATURE

Gabe Simon

NAME

Assistant Superintendent of Personnel Services

BUSINESS TITLE

Other

AUTHORITY LEVEL

4/24/2020

DATE

interviewstream

Donna Koppensteiner

SIGNATURE

Donna Koppensteiner

NAME

Chief Revenue Officer

BUSINESS TITLE

C-Level

AUTHORITY LEVEL

4/24/2020

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:

Approval of 2020-2023 Contract with
Schoology

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Deputy Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

LCFF Supplemental

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached three-year contract is with Schoology, an online learning management system (digital learning environment). Schoology is used at Glen Edwards, Twelve Bridges Middle, Lincoln High, and Phoenix High. It is a renewal of an annual contract, however to lock in the price and save money, we are entering into a three-year contract.

RECOMMENDATION:

Administration recommends that the Board approve the contract between Schoology and Western Placer Unified School District.



A PowerSchool Unified Classroom™ Product

Learning Management System

ENTERPRISE EDITION

Sales Order for:

Western Placer Unified School District

Western Placer Unified School District Renewal 2020

600 6TH St

Lincoln, CA 95648-1825

Mara Lewis
Client Success Manager
mlewis@schoolology.com

Schoolology, Inc.
2 Penn Plaza, 10th Floor
New York, NY 10121
www.schoolology.com



This document represents an agreement between Western Placer Unified School District. (Western Placer Unified School District.) and Schoology, Inc. (Schoology) for the purchase of services in connection with Schoology's web-based learning management system (LMS). All costs are represented in Exhibit A, Pricing.

Enterprise Subscription

Western Placer Unified School District's Enterprise Subscription to Schoology's LMS includes the products and services described below. All associated database hardware, maintenance and upgrades are included.

User Authentication

Western Placer Unified School District will have access to Schoology's flexible Administrative Configuration Interface, which allows system administrators to manage user single sign-on (SSO) configuration, providing integration with Western Placer Unified School District's remote identity provider.

Advanced User Management

Western Placer Unified School District will have access to Schoology's advanced User Management Interface which allows system administrators to manage user roles, permissions, privacy, and overall system settings. This also affords administrators the ability to manage user, course and enrollment data.

Enterprise Management Interface

Western Placer Unified School District will have the ability to create and manage multiple institutions and/or departments/divisions using the Enterprise Management Interface. System administrators can organize users by department, building, or institution, and have the ability to designate other users as administrators. In addition, system administrators can manage all users, institutions, and/or departments/divisions from the main parent account.

Branding

Schoology will provide custom branding services to the user interface for Western Placer Unified School District's instance of the LMS. The top banner and links will be branded with Western Placer Unified School District's desired color scheme, and the Schoology logo will be replaced with Western Placer Unified School District's logo. In addition, Western Placer Unified School District will receive domain customization (e.g.lms.clientname.org) or subdomain customization (e.g. clientname.schoology.com).

Support Services

All Schoology users can access support documentation 24/7/365 via the Schoology Help Center (<https://support.schoology.com>). This resource contains a wealth of curated content, including



role-based user guides, a document center with quick reference cards and release notes, troubleshooting tips, Schoolology FAQ's, and an archive of regularly updated videos and webinars. Schoolology also provides active community support within the Help Center, with discussions and responses moderated by Schoolology employees, and regular announcements of new Schoolology features.

As an Enterprise client you will have access to prioritized support. You may choose up to three (3*) dedicated Support Contacts from your organization, whose role is to relay any questions, concerns or ideas to the Schoolology team. Support Contacts can contact Schoolology by:

1. **Phone:** Support Contacts may contact a Schoolology representative by using a unique support code which can be found by clicking the 'Help Center' icon (Only visible to Support Contacts).
2. **Ticketing System:** Support Contacts may create and track their own support tickets by going directly to **support.schoolology.com**.
3. **Chat:** Support contacts may use the Chat feature to contact a Schoolology representative to ask questions and troubleshoot issues.

[*More contacts are available at \\$500/license/year](#)

With Standard Support, Support Contacts are qualified, through training and experience, to provide first-level support to local users. Typical issues resolved by Support Contacts include access problems and general usage questions. Support Contacts are also empowered to escalate issues to Schoolology Support for second and third tier support. Schoolology Support Specialists and Engineers are personable, expert in-house Schoolology employees based in the corporate headquarters.

Standard Support includes 24/7/365 Online Help Center access, 24/7/365 Community access, and web ticket, phone, and chat support for Support Contacts during business hours (Monday-Friday 8 am - 8 pm ET). Standard support is included in the cost of subscription.

Rollover Support

Western Placer Unified School District has purchased Schoolology's Rollover Support which includes data population assistance along with end-of-year/back-to-school best practice resources. The data population includes assistance with rolling over your data from the old school year to the new school year within your existing student information system, cleanup of inactive accounts and reassociation of your parents. Some student information systems take a little longer to provision new data than others, therefore, a member of our team will reach out to schedule a time to work with you to accomplish this task.





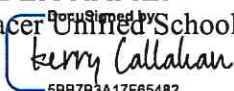
Master Subscription Agreement

The Master Subscription Agreement available at <https://www.schoolology.com/agreements> govern your acquisition and use of the services described in this Sales Order (unless you have entered into a separate written agreement with Schoolology, in which case your acquisition and use of the services will be governed by that separate written agreement).

SUBSCRIBER NAME:

Western Placer Unified School District

Signature:

Handwritten signature of Kerry Callahan in blue ink.

5BB7B3A17E65482

Printed Name: Kerry Callahan

Title: Deputy Superintendent of Educational Service

Date: 3/30/2020



Cost Summary

Exhibit A – Pricing

Contract Start Date: **July 1, 2020**
 Contract End Date: **June 30, 2023**
 Enrollment: **3,800**

Year One

Description	Quantity	Rate	Subtotal
Rollover Services	1.00	\$500.00	\$500.00
Enterprise Subscription	3,800.00	\$7.20 Per Student	\$27,360.00
			Subtotal: \$27,860.00

Year Two

Description	Quantity	Rate	Subtotal
Enterprise Subscription	3,800.00	\$7.40 Per Student	\$28,120.00
Rollover Services	1.00	\$500.00	\$500.00
			Subtotal: \$28,620.00

Year Three

Description	Quantity	Rate	Subtotal
Enterprise Subscription	3,800.00	\$7.60 Per Student	\$28,880.00
Rollover Services	1.00	\$500.00	\$500.00
			Subtotal: \$29,380.00

Grand Total: **US \$85,860.00**

The initial payment is due 30 days after the invoice date. All renewal subscriptions are invoiced at least 30 days prior to the start of the new term. Payment for renewal subscriptions must be received within 10 business days after the start of a new term.

This Sales Order is valid until June 1, 2020.



Thank you for your business!

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:

Approval of 2020-2021 Contract with Equal Opportunity Schools

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kerry Callahan 
Deputy Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

LCFF Supplemental

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is with Equal Opportunity Schools (EOS), a Washington non-profit corporation. The mission of EOS is to ensure that all students have the opportunity to succeed in challenging high school courses, with a focus on Advanced Placement (AP). EOS helps school leaders identify and enroll students who can succeed in AP courses but are not yet enrolled in courses for systemic reasons related to race or socioeconomic status. EOS is committed to supporting WPUSD in closing the race and income participation gaps, support students' successful AP/IB performance, and cultivate positive experiences of belonging and support in AP/IB. It is a renewal of an annual contract.

RECOMMENDATION:

Administration recommends that the Board approve the contract between Equal Opportunity Schools and Western Placer Unified School District.

Collaboration Agreement

Between

Western Placer Unified School District

And



EQUAL
OPPORTUNITY
SCHOOLS

COLLABORATION AGREEMENT
Western Placer Unified School District and Equal Opportunity Schools



1. PARTIES

This Collaboration Agreement (this “Agreement”), effective as of July 1st, 2020 (the “Effective Date”), is by and between Equal Opportunity Schools, a Washington non-profit corporation, with an address at 130 Nickerson Street, Suite 200, Seattle, WA 98109 (“EOS”), and Western Placer Unified School District, with an address at 600 6th St, Lincoln, CA, 95648 (the “District”). EOS and the District may be referred together collectively herein as the “Collaborators”.

2. COLLABORATION PURPOSE AND OBJECTIVES

The mission of EOS is to ensure that students of color and low-income students have equitable access to America’s most academically intense high school programs and succeed at the highest levels. We focus on challenging high school courses, with a focus on Advanced Placement (“AP”) and International Baccalaureate (“IB”) courses (sometimes referred to as “college-ready courses”), because the academic intensity of the high school curriculum is the biggest driver of college completion. We help school leaders identify and enroll historically underrepresented students of color and low-income students who can succeed in Advanced Placement or International Baccalaureate courses (“AP/IB”) but are not yet enrolled in AP/IB for systemic reasons related to race or socioeconomics.

The District has demonstrated its commitment to improving the quality of educational opportunity and achievement for students in its previous commitments to Equal Opportunity Schools.

Building on the District’s progress and experience and EOS’ expertise in establishing equity in AP/IB, EOS and the District jointly commit to the study on behalf of the District, as outlined below, for the improvement of instruction with these objectives (the “Collaboration Objectives”):

- a. **Maintain closure of race and income participation gaps and/or increase participation rates in AP/IB by fall 2021**, as measured by equally high AP/IB participation rates for students of all races and income levels.
- b. **Support students’ successful AP/IB performance**, as measured by AP/IB grades, exam-taking rates and exam passing.
- c. **Cultivate positive experiences of belonging and support in AP/IB** for historically underrepresented students of color and low-income students through improved District systems and structures, contributing to sustained results in future years and further increases in college readiness and closure of opportunity and achievement gaps.

The purpose of this Agreement is to formalize and facilitate the collaboration between the parties and to pursue these objectives on behalf of the District as set forth in this Agreement, with key implementation to occur during the 2020-2021 school year(s) (the “Collaboration”). The Collaborators agree to the Collaboration Overview, set forth in Exhibit A, which provides a generalized framework of the Collaboration, and which the parties may agree to update from time-to-time upon prior written agreement.

COLLABORATION AGREEMENT
Western Placer Unified School District and Equal Opportunity Schools



3. COSTS & PAYMENTS

- a. The District shall pay EOS as follows:

Action for Equity Partner Schools and Program	School Year	Cost per school	District cost
Experience Success <i>\$24,400/school/year</i>			
Lincoln Hight School (AP)	2020-2021	\$24,400	\$24,400
Total Due to Equal Opportunity Schools for School Year 2020-2021			\$24,400

- b. EOS will invoice Districts starting the weeks of August 15 and January 15 of each school year of the Collaboration. Each invoice will be for 50% of the total due in the specified school year. The District shall promptly pay such invoiced costs in accordance with the instructions on the applicable invoice.
- c. **TRAVEL COSTS:** EOS will bill the District for the portion of travel costs attributable to the Collaboration. The frequency of EOS visits to the District is detailed in Exhibit A. EOS travels cost-consciously (at or below federal standards), and the cost of one EOS trip is often spread across multiple districts within a region.
- d. **QUESTIONS REGARDING COSTS:** EOS' Director of Finance and Administration, Sandy Zook (sandy@eoschools.org), will coordinate all accounting matters and expense reimbursements.
- e. Except as otherwise expressly set forth in this Agreement, each party will bear its own costs and expenses, including costs for staff time and technology maintenance, in connection with the activities to be performed under this Agreement.

4. EACH PARTY'S OBLIGATIONS

Each of the Collaborators has identified the following conditions, which must be met by the other Collaborator in order for this Collaboration to be meaningful and productive.

- a. The District requires:
1. On-going, candid communication and feedback loops that provide early opportunities to make adjustments where needed.
 2. High-quality EOS staff who effectively assist schools to achieve Collaboration Objectives.
 3. Integrating services into current District practices such that the Collaboration serves to optimize existing structures and processes.
 4. EOS help in building internal capacity and sustainability among the District office administrators, as well as school leaders and staff to continue such District personnel's improvement efforts beyond the timeframe of the Collaboration.
- b. EOS requires:
1. Commitment from the District's Superintendent and other key District leaders (i.e. Assistant Superintendents and Directors) to provide full executive and implementation support to this Collaboration, including but not limited to: leadership, advocacy, support and accountability

COLLABORATION AGREEMENT
Western Placer Unified School District and Equal Opportunity Schools



for the schools to meet the Objectives, and provision of necessary financial resources.

2. Full and willing participation from all participating school sites in analyzing data and engaging the school staff in finding and enrolling historically underrepresented students of color and low-income students and supporting students' successful AP/IB performance.
3. Participation as needed by the District's data liaison for joint inquiry and analysis.
4. The District's willing participation in joint research and evaluation efforts for the Collaboration for the duration of this Agreement, including, but not limited to, maintaining a subscription to or authorizing EOS access to the District's National Student Clearinghouse data, which provides each school's college completion information to the District.

5. WARRANTY DISCLAIMER; LIMITATION OF LIABILITY

EOS DOES NOT MAKE ANY EXPRESS OR IMPLIED WARRANTIES OF ANY KIND AND HEREBY SPECIFICALLY DISCLAIMS ANY IMPLIED WARRANTIES, INCLUDING WITHOUT LIMITATION, THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT.

IN NO EVENT SHALL EOS BE LIABLE FOR ANY SPECIAL, INDIRECT, CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES, INCLUDING, WITHOUT LIMITATION, ANY AND ALL DAMAGES FOR INTERRUPTION, OR LOSS OF INFORMATION OR DATA, WHETHER ARISING IN CONTRACT OR IN TORT, WHETHER DIRECT, IMMEDIATE, FORESEEABLE, DISCLOSED OR NOT DISCLOSED, ARISING FROM EOS' PERFORMANCE OR NON-PERFORMANCE OF THIS AGREEMENT. IN NO EVENT WILL EOS BE LIABLE TO DISTRICT FOR ANY AMOUNT BEYOND THE AMOUNT DISTRICT HAS PAID EOS UNDER THIS AGREEMENT.

6. CONFIDENTIALITY OBLIGATIONS

The Collaborators shall comply with all federal, state, local and other applicable law, rules and regulations, including, without limitation, FERPA (defined in Exhibit B) (collectively, "Applicable Laws"). EOS shall comply with the Confidentiality Obligations outlined in Exhibit B with regard to confidential student and parent information. Each Collaborator shall be responsible for compliance with all Applicable Laws and confidentiality obligations with respect to information in its possession and data provided by the other Collaborator. Details on handling of Confidential Information are set forth in Exhibit B.

7. DATA SHARING FOR ONGOING STUDY & INSTRUCTIONAL IMPROVEMENT

- a. For a period commencing on the Effective Date and lasting through the 2026-27 academic school year, the District will, on a regular basis (if requested), provide EOS with data files (current and historic) containing the information contained in Exhibit C for all students who are in any high school listed in the Costs & Payments section of this and any other active Agreement between the Collaborators (the "Data Sets"). The specific record and file formats of the Data Sets shall be as set forth in Exhibit C or as otherwise negotiated in good faith between the representatives of each party. The obligations set forth in this paragraph and in Exhibit C will survive the termination of this Agreement and remain binding upon the parties. Subject to applicable law, including FERPA, content of the Data Sets may also include other specified education records mutually agreed upon by the parties to be necessary and appropriate for the objectives of this Agreement and for the purpose of studies to be conducted under this Agreement.
- b. EOS shall use the Data Sets received from the District only to meet the purposes of the Collaboration as described in this Agreement.

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- c. EOS may publish de-identified, aggregated data. In each instance, EOS shall take appropriate steps not to disclose any personally identifiable information. For example, EOS may produce reports for the District and other school districts participating in similar programs to review based on aggregated data that has been sufficiently de-identified through removing or suppressing identifiable information in order to minimize the risk of re-identification through combination with other information linked to a specific individual.
- d. EOS may also share certain information, including personally identifiable information, with third party service providers and partners in order to fulfill its obligations under this Agreement.
- e. With appropriate consent, EOS may share certain Confidential Information with a partner for educational purposes, such as a professor at a US university conducting research and subject to such professor being bound by confidentiality obligations to EOS no less strict than those set forth herein.
- f. From time to time, EOS and the District may mutually agree in writing to enter into a collaboration with a third party. Such collaboration may involve the sharing of the Data Sets, or a subset thereof, with such third party. EOS and the District may attach to this Agreement an Exhibit setting forth the name of the third party, a description of the collaboration, each party's respective role in the collaboration, and any other terms and conditions related to the third-party collaboration.

8. INSURANCE

During the Term of this Agreement, EOS shall maintain insurance according to the District's contracting regulations, as shown in Exhibit D.

9. TERM; TERMINATION.

- a. **Term.** The Term of this Agreement shall be from the Effective Date and continue until June 30, 2021 or until the Agreement is terminated as set forth below (the "**Term**").
- b. **Termination.** This Agreement may be terminated at any time by either party upon sixty (60) days' prior written notice to the other party.
- c. **Effects of Termination.** Upon termination of this Agreement by a party, District shall have no further obligation to provide data described hereunder to EOS or any third party, and EOS shall have no further obligation to provide studies, reports, analysis and other materials to District or any third party under this Agreement. However, the parties agree that EOS shall have the right to retain any data shared with EOS pursuant to this Agreement and use such data solely in accordance with the terms of this Agreement.
- d. **Survival.** In addition to those provisions which, by their express terms, survive the expiration or termination of this Agreement, the following provisions shall survive any such expiration or termination: Sections 4, 5, 7, 8, 9(d) and 10 through 15, inclusive.

10. ENTIRE AGREEMENT. This Agreement (and its Exhibits) constitute the entire agreement between the parties regarding the subject matter hereof and supersede all previous or contemporaneous agreements, negotiations and commitments (written or oral) between the parties related to the subject matter hereof.

11. MODIFICATIONS; NO WAIVER. No term of this Agreement may be amended or modified except upon written agreement of the parties. Failure by a party to insist upon strict compliance with any term

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of this Agreement in any one or more instances will not be deemed to be a waiver of its rights to insist upon such strict compliance with respect to any subsequent failure. No waiver shall not be effective unless in writing and signed by the party waiving compliance.

- 12. SEVERABILITY; ENFORCEABILITY.** If any provision of this Agreement shall be deemed prohibited, unenforceable, or invalid, such provision shall be ineffective to the extent of such prohibition, unenforceability, or invalidity without invalidating or affecting the remaining provisions of this Agreement. If any provision of this Agreement shall be held by a court of competent jurisdiction to be illegal, invalid or unenforceable, the remaining provisions shall remain in full force and effect.
- 13. GOVERNING LAW; JURISDICTION.** This Agreement shall be construed in accordance with the laws of the State of Washington, without regard to its conflicts-of-laws principles. The parties expressly consent to the exclusive jurisdiction and venue of the State of Washington; any claims, actions or other matters respecting this Agreement shall be brought only in the federal or state courts of the State of Washington.
- 14. NOTICES.** All notices required under this Agreement shall be deemed to be properly served if set forth in writing and (1) physically delivered in person or by overnight courier delivery, (2) sent by first class registered or certified mail, postage prepaid and return receipt requested, or (3) transmitted by email followed with overnight courier delivery, to the addresses below, or to any other addresses which the parties designate in writing for such purpose. Notices sent in this manner shall be effective upon actual receipt, except for notices sent by registered mail, which shall be effective five (5) business days after the postmark.
- If to EOS:** Attention: Alexa Llibre
 Address: 130 Nickerson St, Suite #200, Seattle, WA 98109
 Email address: alexa@eoschools.org
- If to District:** Attention:
 Address:
 Email address:
- 15. COUNTERPARTS.** This Agreement may be executed simultaneously in one or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument. Signature pages delivered by email as PDF files or other electronic signatures hereto shall be considered originals for purposes of this Agreement.

[this section intentionally left blank]

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SIGNATURES

The signatures below, by the authorized representative of each party to this Collaboration Agreement, signify the parties' agreement and commitment to the terms and conditions of the Collaboration Agreement.

Western Placer Unified School District

For Equal Opportunity Schools

Kerry Callahan

Signature

Signature

Kerry Callahan

Name

Name

Deputy Superintendent of Ed Services

Title

Title

April 7, 2020

Date

Date

School District Accounts Payable Contact Information

Carrie Carlson

Full Name

ccarlson@wpusd.org

Email

530-645-6350

Phone

600 6th Street, Suite 400

Street Address

Lincoln, CA

City, State

95648

Zip Code

Purchase Order required for invoicing?
(circle one)

☒ Yes

No

District Data Personnel Contact Information

Tsugu Furuyama

Full Name

tfuruyama@wpusd.org

Email

916-645-6350

Phone

COLLABORATION AGREEMENT
Western Placer Unified School District and Equal Opportunity Schools



Exhibit A

COLLABORATION OVERVIEW

Listed below is the structure for accessing the expertise of EOS personnel, tools, and data to support the District's unique needs as it works to meet and/or sustain the Collaboration Objectives. This Collaboration Overview provides a generalized framework of the Collaboration but does not delineate every aspect of the Collaboration that the Collaborators are mutually responsible for implementing.

The Collaborators agree to the following schedule and responsibilities, and will meet to set specific dates and task ownership, following the Effective Date of this Agreement.

Action for Equity Phase 2: Experience Success

This pathway is designed to follow a previous EOS partnership focused on equity of access to advanced programs for historically underrepresented students of color and low-income students. By focusing on underrepresented student experience and success in this phase of partnership, as well as adult mindsets and practices, partners will continue and deepen their progress toward fully sustainable equity in advanced programs.

Experience Success is designed to give schools and Districts a similar level of support from EOS as they received in the initial phase of Collaboration, including EOS' full suite of data tools with new tools addressing underrepresented student experience and success, as well as the focused attention of an EOS Partnership Director or Manager. Schools will receive four (4) in-person visits from a dedicated Partnership Director or Manager over the course of the year to facilitate four Experience Success workshops of at least 3-hours. Schools will also receive webinars to provide school and District leaders with the strategic and project management capacity needed to ensure a high standard of implementation to meet the Collaboration Objectives.

Tools & Analysis: The following are the set of tools and analyses that the District and its schools can access through Action for Equity Phase 2: Experience Success.

Student Survey, Staff Survey & Staff Recommendations	The fall school-wide student survey and staff survey and recommendations serve as two of our seminal data collection tools and are required for the creation of most EOS products, including outreach lists, Student Insight cards, Equity Pathways reports and Support & Belonging Reports. EOS will remotely manage online survey administration by providing a series of updates on rates of survey completion and helping schools trouble shoot any technical problems that may arise.
Belonging Activations	With support from Stanford's PERTS team, EOS developed a set of questions and online activities that activate sense of belonging, one of the most significant non-cognitive factors shown to improve student academic performance. EOS will remotely manage their administration. The Student Belonging Activation is designed to help students feel like they belong in rigorous classes by assuring them that experiences of uncertainty and struggle are normal. The Staff Belonging Activation is structured to help school staff learn about the research and practices for supporting students' feelings of belonging in an academic setting.

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AP/IB Student Experience Survey and Report	The Student Experience Survey and Report provides a year-end portrait of the quality of student experiences in AP/IB classes in a school. As AP/IB students complete their coursework, understanding their experience can help with sustainability planning for next school year's equity goal. The analysis provides strength areas and recommendations to improve the AP/IB experience. EOS will remotely manage the surveys and provide analysis and recommendations based on the results.
Equity Pathways Report	EOS will provide schools with the Equity Pathways Report, a comprehensive analysis of the student and staff survey responses combined with recommendations for sustaining equity and access in AP/IB coursework. The Equity Pathways report allows schools to unpack broad trends across different race and income groups as respects issues of access and success in AP/IB courses.
Support & Belonging Report	The Support & Belonging Report will provide schools concrete recommendations for building belonging-rich policies and practices that lead to students' success in AP/IB. The report draws on analysis of school-, student- and staff-level data surfaced through the fall surveys. It offers a deeper set of perspectives on how historically underrepresented students of color and low-income students are experiencing belonging in their classrooms, both in relationship to peers and to teachers. Available AP/IB supports are evaluated on their availability and usage by students, and students' top suggested reports are shared back, in service of creating stronger transitions into AP/IB for first-time takers and for current AP/IB students to thrive in their course experience.
Student Insight Cards	EOS will provide schools with Student Insight Cards for all 10 th and 11 th grade students on the Outreach Lists. Student Insight Cards are student level profiles that visually provide key insights into student interest, motivation, academic and performance assets, barriers, and trusted adults.
Outreach Lists	The Outreach List contains 10 th and 11 th grade students identified through EOS' proprietary model and relies on both student- and school-level characteristics to determine if a student could benefit from and succeed in AP/IB coursework at your high school. These lists can be used for planning student outreach and recruitment. A 9 th grade targeted students list is available upon request.
Outreach and Enrollment Tracking	The Outreach and Enrollment Tracker allows schools to execute against and track outreach activities that lead to equitable enrollment. Outreach data entered into the portal is analyzed in partnership with course request enrollment data to highlight outreach trends that impact equity.
Course Registration Enrollment Updates	EOS provides schools with enrollment updates during course registration that facilitate further strategy and action around student outreach.
Evaluation Tools	EOS will provide a variety of tools, including: (a) Data visuals of schools' AP/IB access reality compared to access for the previous school year, (b) Opportunity Charts showing enrollment for 11 th /12 th graders by race & segment, and (c) Enrollment Capacity Analyses showing course-level enrollment information.
Semester AP/IB Grade Analysis	EOS will analyze and present data visuals that compare semester grade performance to prior year semester grade performance in AP/IB courses.

Supports: The following are the set of EOS supports that will accompany the above described tools:

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Western Placer Unified School District and Equal Opportunity Schools



EOS Portal Access	The EOS Portal allows leaders within the EOS partner schools and districts to access real-time information such as Student Insight Cards, school Outreach Lists, and updates on Outreach and Enrollment tracking.
Live and On-Demand Webinar Training	EOS will host live and on-demand webinars to support successful implementation of the Collaboration. Topics will include portal refresher, advocacy and outreach best practices, outreach list walk-through/support, and outreach tracking.
Phone and Email Support	EOS staff will offer email/phone support, including discussion of EOS analyses and strategy support for any aspect of the partnership.

EOS SUPPORT

EOS' responsibilities will be performed by a team of EOS staff assigned to the District. Partnership Directors and Partnership Managers are responsible for managing client relationships and EOS deliverables, as well as providing project management, strategic planning (regarding the Collaboration), and coaching support to principals and District leadership. The Partnership Director or Manager assigned to the District will serve as a dedicated, strategic thought partner and project manager throughout implementation, and will monitor and track progress during and in-between in-person visits over the course of the year. Additional EOS staff supporting the District may include Regional or Managing Partnership Directors, Data Management Specialists, and Customer Support Specialists.

District Partnership Director and Manager

- School/district leadership/coaching experience
- Experience with AP/IB gaps-closed schools/strategies and access to a national portfolio of best practices
- 2-business day response time, and available for phone/email/webinar check-ins as requested

Other Key Sources of Expertise Provided by EOS:

- An internal EOS community of practice provides that each Partnership Director and Manager is accessing for their clients' benefit the learnings and best practices among the EOS portfolio of ~630 school & ~210 district partnerships in various contexts around the country.
- EOS teams of analysts serve as experts for EOS tools and analytics capabilities, effectiveness and learning, and the EOS Portal, a large scale, custom-built EOS database that facilitates efficient and on-demand delivery of EOS tools.
- Supervising Partnership Directors is a Senior Leadership Team with many years of education, non-profit, and organizational leadership experience.

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Western Placer Unified School District and Equal Opportunity Schools



EXHIBIT B

Confidentiality Obligations

Definition

For purposes of this Agreement, the term “Confidential Information” shall mean any and all personally identifiable student information from District education records provided by District to EOS, in any medium during the Term of this Agreement. Confidential Information shall include, without limitation, the personally identifiable information of students, parents, guardians and staff that the District shares with EOS under this Agreement.

Acknowledgment of Applicable Law

The Collaborators acknowledge that provision by the District of Confidential Information is subject to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in 34 CFR Part 99 (“FERPA”), and may also be subject to state law student confidentiality provisions. The Collaborators shall comply with all Applicable Law.

EOS Permitted Usage of Confidential Information

Except in limited instances when EOS obtains the express written consent of the District or individual participant/parent, as may be required, EOS shall use Confidential Information solely for the purposes set forth in this Agreement.

Restrictions upon EOS’ Disclosure of Confidential Information

The only EOS personnel who will have access to Confidential Information will be those EOS employees, contractors and agents who (a) are performing services contemplated by this Agreement and (b) have agreed to be bound by EOS’ non-disclosure agreement. Except as permitted by FERPA, EOS and its designated employees, contractors and other agents with access to Confidential Information shall not disclose any of the District’s Confidential Information to any third party.

Maintenance of Confidentiality

EOS shall exercise reasonable care in safeguarding the Confidential Information against loss, theft, or other inadvertent disclosure or access and shall take reasonable steps necessary to establish safeguards that are consistent with applicable federal, state, and local law and District regulations and policies relating to security for personally identifiable and other sensitive information, including but not limited to FERPA-protected information. Publication of any information compiled by EOS under this Agreement (other than to the District or its personnel in accordance with this Agreement) shall be in a manner that is designed not to permit identification, directly or indirectly, of individual students or parents.

All users of the Portal must agree to the EOS Acceptable Use Policy, as may be amended, which includes, requirements such as, an obligation not to share account or passwords with anyone, not to use the Portal for illegal activity, not to access data or any account owned by another and to notify EOS immediately if the user identifies a problem with the Portal. EOS also has the right to deny access to any user who may pose a security risk to the Portal or the data contained on the Portal.

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The District shall send all Confidential Information via the Portal, unless otherwise agreed to by the parties or expressly permitted by EOS in writing. Unless otherwise agreed upon by the parties in advance, the District should not email or use any other medium to send Confidential Information. In certain instances, EOS may accept limited information via another approved mechanism.

Destruction of Confidential Information

EOS agrees to destroy all personally identifiable student and parent information obtained from District education records after such information is no longer needed for any purpose for which studies were conducted under the terms of this Agreement.

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Western Placer Unified School District and Equal Opportunity Schools



EXHIBIT C

Data to be Shared for the Purpose of Ongoing Study and Instructional Improvement

EOS will use student-level data on behalf of the school/district to study and evaluate its programs and services. The data will only be used to meet the purposes of the study for the school/district. Requested data may include the following and should be provided as appropriate in written reports, data files, or spreadsheets. Data should be provided by race and socioeconomic segments (as determined by eligibility for the National School Lunch Program or similar proxy). EOS will treat all data as Confidential Information, as defined by Exhibit B of this Agreement, and in accordance with the requirements of Applicable Law. Except as otherwise agreed upon between the parties or instructed by EOS, all data shall be provided through the EOS Portal. EOS will provide instructions on the file types that are required (usually CSV format for data and JPG for photos). In addition to the data elements listed below, in performing the services and implementing the programs, EOS, or a third-party on its behalf, will administer surveys for students and staff. In order to undertake the study and services on behalf of the District, EOS will need access to the following data elements:

Data Elements	Data Level	Example Data Elements Collected	Purpose of Data Use
Demographics (Race, Gender, FRL, ELL)	Student	Student ID, first name, last name, school name, grade, gender, counselor email, counselor last name, Hispanic indicator, race, income indicator, GPA, other fields may be included as optional	EOS will use this information to identify the school-wide participation trends in AP and IB classes, and to achieve Collaboration Objectives.
Fall Course Enrollment	Student / Staff	School name, student ID, staff email, staff ID, staff first and last name, course ID, course name, course selection, course period, term	
Course Grades	Student	Student ID, school name, course ID, course name, course selection, term, sub-term, grade	
AP Exam Scores / IB Exam Scores	Student	Student ID, test name, test subject, test score, test year	
Course Request	Student	Student ID, school name, course ID, course name	
Student Photos	Student		
Staff File	Staff	First name, last name, email address, staff ID, position and department	
Graduation Status	Student		
GPA	Student		
SAT / Test Scores	Student	Student ID, test name, test subject, test score, test year	
National Student Clearinghouse	Student		

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Western Placer Unified School District and Equal Opportunity Schools



EXHIBIT D – Insurance

CERTIFICATE OF LIABILITY INSURANCE

OP ID: SR

DATE (MM/DD/YYYY)
03/19/2019

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Sprague Israel Giles 1501 Fourth Avenue, Suite 730 Seattle, WA 98101-3225 Matt Conroy	CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: PRODUCER CUSTOMER ID #: EQUAL-1
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INSURED Equal Opportunity Schools 130 Nickerson Street, Ste 200 Seattle, WA 98109	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left;">INSURER(S) AFFORDING COVERAGE</th> <th style="text-align: left;">NAIC #</th> </tr> <tr> <td>INSURER A: Philadelphia Indemnity Ins.</td> <td>18058</td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: Philadelphia Indemnity Ins.	18058	INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:	
INSURER(S) AFFORDING COVERAGE	NAIC #														
INSURER A: Philadelphia Indemnity Ins.	18058														
INSURER B:															
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR	TYPE OF INSURANCE	ADDL SUBR	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> GENERAL LIABILITY		PHPK1939228	03/22/2019	03/22/2020	EACH OCCURRENCE \$ 2,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY					DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR					MED EXP (Any one person) \$ 5,000
						PERSONAL & ADV INJURY \$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:					GENERAL AGGREGATE \$ 2,000,000
		POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/>				PRODUCTS - COM/OP AGG \$ 2,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY		PHPK1939228	03/22/2019	03/22/2020	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANY AUTO					BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS					BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> SCHEDULED AUTOS					PROPERTY DAMAGE (PER ACCIDENT) \$
	<input checked="" type="checkbox"/> HIRED AUTOS					\$
	<input checked="" type="checkbox"/> NON-OWNED AUTOS					\$
	<input type="checkbox"/> UMBRELLA LIAB	<input type="checkbox"/> OCCUR				EACH OCCURRENCE \$
	<input type="checkbox"/> EXCESS LIAB	<input type="checkbox"/> CLAIMS-MADE				AGGREGATE \$
	<input type="checkbox"/> DEDUCTIBLE					\$
	<input type="checkbox"/> RETENTION \$					\$
A	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY		PHPK1939228 WA STOP GAP	03/22/2019	03/22/2020	WC STATUTORY LIMITS <input checked="" type="checkbox"/> OTHER <input type="checkbox"/>
	<input type="checkbox"/> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/ MEMBER EXCLUDED? (Mandatory in WA)	Y/N <input type="checkbox"/> N/A				E.L. EACH ACCIDENT \$ 1,000,000
	<input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below					E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
						E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	<input type="checkbox"/> SEXUAL ABUSE		PHPK1939228	03/22/2019	03/22/2020	Per Occ 3,000,000
						Aggregate 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

EVIDENCE ONLY

CERTIFICATE HOLDER <div style="border: 1px solid black; height: 40px; margin-top: 10px;"></div>	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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COLLABORATION AGREEMENT

Western Placer Unified School District and Equal Opportunity Schools



EXHIBIT E – EOS W-9

Form W-9 (Rev. October 2018) Department of the Treasury Internal Revenue Service	Request for Taxpayer Identification Number and Certification ▶ Go to www.irs.gov/FormW9 for instructions and the latest information.	Give Form to the requester. Do not send to the IRS.
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Print or type. See Specific Instructions on page 3.	<div> 1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Equal Opportunity Schools </div> <div> 2 Business name/disregarded entity name, if different from above </div> <div> 3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶ _____ </div> <div> <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate </div> </div> </div> <div> 4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small> </div> <div> 5 Address number, street, and apt. or suite no. See instructions. 130 Nickerson Street, Suite 200 </div> <div> 6 City, state, and ZIP code Seattle, WA 98109 </div> <div> 7 List account number(s) here (optional) </div> <div> Requester's name and address (optional) </div>
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Part I Taxpayer Identification Number (TIN) Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> , later. Note: If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="10" style="text-align: center;">Social security number</td> </tr> <tr> <td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td><td style="width: 25%;"> </td> </tr> <tr> <td colspan="10" style="text-align: center;">or</td> </tr> <tr> <td colspan="10" style="text-align: center;">Employer identification number</td> </tr> <tr> <td style="width: 25%;">3</td><td style="width: 25%;">7</td><td style="width: 25%;">-</td><td style="width: 25%;">1</td><td style="width: 25%;">6</td><td style="width: 25%;">0</td><td style="width: 25%;">9</td><td style="width: 25%;">6</td><td style="width: 25%;">5</td><td style="width: 25%;">9</td> </tr> </table>	Social security number																				or										Employer identification number										3	7	-	1	6	0	9	6	5	9
Social security number																																																			
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Part II	Certification Under penalties of perjury, I certify that: 1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and 2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and 3. I am a U.S. citizen or other U.S. person (defined below); and 4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct. Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.
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Sign Here	Signature of U.S. person ▶ <i>Sandy Zook</i>	Date ▶ <i>1/10/2020</i>
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General Instructions Section references are to the Internal Revenue Code unless otherwise noted. Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9 . Purpose of Form An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following. • Form 1099-INT (interest earned or paid)	• Form 1099-DIV (dividends, including those from stocks or mutual funds) • Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) • Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) • Form 1099-S (proceeds from real estate transactions) • Form 1099-K (merchant card and third party network transactions) • Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) • Form 1099-C (canceled debt) • Form 1099-A (acquisition or abandonment of secured property) Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN. If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.
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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 2018-2019 School Accountability
Report Cards (SARCs) Published in 2019-2020

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Kathleen Leehane 
Director of Supplemental Programs
& Accountability

ENCLOSURES:

Yes

DEPARTMENT:

Educational Services

FINANCIAL INPUT/SOURCE:

NA

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

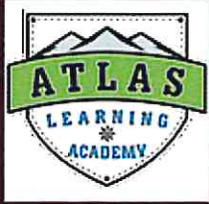
BACKGROUND:

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 2018-2019 SARCs for each school.

RECOMMENDATION:

Administration recommends the Board approve the 2018-2019 SARCs for issuance.



ATLAS Learning Academy

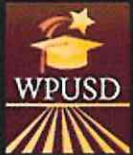
1135 9th Street • Lincoln, CA 95648 • (916) 645-6395 • Grades K-12

Chuck Whitecotton, Principal

cwhitecotton@wpusd.org

atlas.wpusd.org

2018-19 School Accountability Report Card Published During the 2019-20 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

Deputy Superintendent,

Educational Services

Audrey Kilpatrick

Assistant Superintendent, Business

Gabe Simon

Assistant Superintendent, Human
Resources

School Description

ATLAS Learning Academy serves K-12 students using a hybrid teaching model designed to provide customized and active learning emphasizing Achievement Through Leadership Adventure and Service. We believe in creating an experience between students, teachers, and parents to develop a connected and committed professional learning environment to develop:

1. An understanding of one's own strength, talents, and skills as well as appreciation for others in the pursuit of excellence.
2. The inclination, desire, academics, and technological skills necessary to expand one's own abilities and knowledge base.
3. A realistic self-confidence.
4. The ability to harness knowledge to work cooperatively and independently to solve unexpected problems, think creatively and critically, and persuasively convey ideas.
5. A new balance between the fast-paced technological world and the natural world.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	

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 for ATLAS Learning	17-18	18-19	19-20
With Full Credential	1	1	1
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at ATLAS Learning Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions		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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) o 4 – 6 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017; 6 – Adopted 2018) o 7 – 8 Amplify ELA (Adopted 2018) o 9 – 10 McGraw Hill Study Sync (Adopted 2017) o 11 – 12 McDougall Little The Language of Literature (Adopted 2002) (State Waiver 2010); CSUS Expository Reading and Writing <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<ul style="list-style-type: none"> o TK McGraw Hill My Math (Adopted 2014) o K – 5 Pearson Envisions (Adopted 2014) o 6 – 8 Pearson Digits (Adopted 2014) o 8 (Honors) Carnegie Learning Integrated I o 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) <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<ul style="list-style-type: none"> o K – 5 Delta Science/FOSS (Adopted 2007) o 6 – 8 Pearson Prentice Hall – Focus on Science for California (Adopted 2007) o 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) <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<ul style="list-style-type: none"> o K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) o 6 – 8 Holt Rinehart & Winston History Social Studies (Adopted 2006) o 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>New adoption in piloting process.</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)

ATLAS is a new school. A FIT report will be included in next year's SARC.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: N/A

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA						

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.

School Year 2018-19 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				

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

School Year 2018-19 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				

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 2019-20)

Parents and students meet individually with the coordinator prior to enrollment to review the expectations of the school and current credit status. Parents are encouraged to attend weekly academic meetings with their child and the teacher. Parents are also encouraged to visit school during instructional hours but will be asked to follow visitor guidelines by signing in at the front office. The staff and the principal maintain an open door policy. A "Remind App" is used to communicate with parents by text. A parent representative sits on the School Site Council. The school hosts various events to encourage parents and other supportive adults to come tour campus and meet staff.

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

To create and facilitate a positive 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:

- Consistently enforce the discipline policy and model appropriate classroom behaviors.
- Explain the District's attendance policies, procedures, expectations and consequences with students during intake meeting.
- PHS Period Schedule: students assigned to content area classrooms each period.
- Counselor on campus Monday - Friday.
- Develop and implement outdoor education experiences that help facilitate student success.
- Celebrate students academic, attendance and citizenship successes

ATLAS participates with Phoenix High School in developing a comprehensive safety plan. This plan was revised and updated in October, 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate			
Expulsions Rate			

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
Other**												

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	N/A	N/A	2

2 full PD days in addition to Monday collaboration time.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

Types of Services Funded

N/A : ATLAS is in its first year as a school in 2019-2020.

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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$78,395.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

Note: Cells with N/A values 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.



Carlin C. Coppin Elementary School

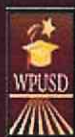
150 E. 12th Street • Lincoln, CA 95648-1825 • (916) 645-6390 • Grades K-5

Shamryn Coyle, Principal

scoyle@wpusd.org

<http://ccces.wpusd.org/>

2018-19 School Accountability Report Card Published During the 2019-20 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

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District Administration

Scott Leaman

Superintendent

Kerry Callahan

Deputy Superintendent,
Educational Services

Audrey Kilpatrick

Assistant Superintendent, Business

Gabe Simon

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 through 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	67
Grade 2	76
Grade 3	73
Grade 4	66
Grade 5	67
Total Enrollment	448

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	1.6
Asian	0.2
Filipino	1.1
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	0.2
White	57.6
Two or More Races	2.5
Socioeconomically Disadvantaged	43.3
English Learners	10.9
Students with Disabilities	13.6
Foster Youth	0.7
Homeless	0.2

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 for Carlin C. Coppin	17-18	18-19	19-20
With Full Credential	21	23	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Carlin C. Coppin Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

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>

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: 10/8/19

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	Fair	Office: Stained ceiling tiles Cafeteria: Stained ceiling tiles. Flooring poor. 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.
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.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. 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. 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	57	55	57	50	50
Math	49	42	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	36.8	14.7	1.5

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

School Year 2018-19 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	202	201	99.50	56.72
Male	97	96	98.97	52.08
Female	105	105	100.00	60.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	69	69	100.00	47.83
White	116	116	100.00	62.07
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	48.96
English Learners	27	27	100.00	33.33
Students with Disabilities	34	34	100.00	14.71
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	202	201	99.50	41.79
Male	97	96	98.97	41.67
Female	105	105	100.00	41.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	69	69	100.00	33.33
White	116	116	100.00	48.28
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	97	96	98.97	35.42
English Learners	27	27	100.00	7.41
Students with Disabilities	34	34	100.00	8.82
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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. A Behavior Intervention Support 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	0.9	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9375
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	4		23		3		23		4	
1	23		4		25		3		22	1	2	
2	29		2		36		3	1	24		3	
3	26		2		27		2		22		3	
4	14	2	2		37		2	1	31		2	
5	70		3	2	23	1	2		157			6
Other**	15	1			9	1			11	2		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		6	18

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 CABE 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,987	\$3,291	\$7,696	\$77,030.00
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	-6.6
School Site/ State	2.5	-1.3

Note: Cells with N/A values 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

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.



Creekside Oaks Elementary School

2030 First Street • Lincoln, CA 95648 • (916) 645-6380 • Grades K-5

Reno Penders, Principal

rpanders@wpusd.org

<http://coes.wpusd.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

600 6th Street, Suite 400

Lincoln, CA 95648

(916) 645-6350

www.wpusd.org

District Governing Board

Damian Armitage

Paul Long

President

Kris Wyatt

Brian Haley

Paul Carras

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Deputy Superintendent,
Educational Services

Audrey Kilpatrick

Assistant Superintendent Business
Services

Gabe Simon

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 build 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

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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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	81
Grade 2	97
Grade 3	93
Grade 4	88
Grade 5	97
Total Enrollment	598

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	2
Filipino	3
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	0.5
White	51.2
Two or More Races	4.8
Socioeconomically Disadvantaged	43.5
English Learners	12.4
Students with Disabilities	13.4
Foster Youth	1

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 for Creekside Oaks	17-18	18-19	19-20
With Full Credential	28	28	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Creekside Oaks Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

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) EnVision Math - Pearson Education, Grades K-5 (Adopted 2014) Associates Ready Common Core Math as a supplement</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>

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: 10/7/19

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 27: Stained carpet 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.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		Portable 19: Holes in ceiling tiles. 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	55	55	57	50	50
Math	49	55	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.3	25.5	36.7

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

School Year 2018-19 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	283	282	99.65	54.96
Male	149	148	99.33	51.35
Female	134	134	100.00	58.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	45.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	155	100.00	60.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	46.62
English Learners	56	55	98.21	45.45
Students with Disabilities	52	52	100.00	40.38
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	283	280	98.94	54.64
Male	149	147	98.66	57.82
Female	134	133	99.25	51.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	92	98.92	46.74
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	154	99.35	61.69
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	48.87
English Learners	56	55	98.21	41.82
Students with Disabilities	52	51	98.08	41.18
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 offer English classes in the evenings for parents. 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 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. Last we are developing our school plans for reunification through the SRM.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.3	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	0.6
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	2	5		19	1	3		21	1	6	
1	25		3		23		5		40		3	1
2	27		3		22		4		23	1	3	
3	24		4		28		3		23	1	3	
4	25		4		28		3		28		3	
5	64	1	3	2	41	1	4	3	106	1	3	3
Other**	135		1	2								

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	30	35

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. Last we have started TLC (Teacher Learning Centers) in which teachers work on lesson design and team teach lessons to students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,650	\$2,787	\$7,863	\$79,379
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.1	-3.6
School Site/ State	4.6	1.7

Note: Cells with N/A values 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

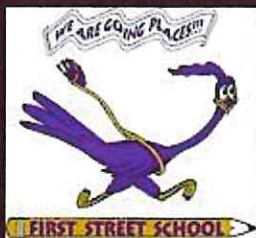
Creekside Oaks Elementary qualifies for state and federal categorical funding through Title 1 and LCFF funds. This additional funding allows Creekside Oaks to support students of differing needs and circumstances. This includes a parent liaison and Title 1 support programs. To better meet the needs of 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, technology training, math training for the entire staff, and 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)645-6330 • Grades K-5

Rey Cubias, Principal

rcubias@wpusd.org

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

2018-19 School Accountability Report Card Published During the 2019-20 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
Deputy Superintendent,
Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
Assistant Superintendent, Human
Resources

School Description

First Street School is located at 1400 First Street in Lincoln, California. The school is one of seven elementary schools in the Western Placer Unified School District. The school serves kindergarten through fifth grades, 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 we are working towards becoming a school-wide AVID school. At First Street School, students and parents are valued and treated with respect. Our ultimate goal is to collaboratively create an educational atmosphere that is safe and enriching for all students. Parents play a vital role at FSS with their active participation and involvement in the School Site Council (SSC), English Language Advisory Committee (ELAC), the Parent Teacher Club (PTC) 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. As mentioned above, we are working towards becoming school-wide AVID. 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, Firefly Art 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 and a dance program/performance taught by Starstruck Showcase.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	72
Grade 2	45
Grade 3	102
Grade 4	71
Grade 5	74
Total Enrollment	439

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	1.6
Filipino	0.9
Hispanic or Latino	63.1
Native Hawaiian or Pacific Islander	0.5
White	30.5
Two or More Races	1.8
Socioeconomically Disadvantaged	72.9
English Learners	36.9
Students with Disabilities	11.8
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for First Street School	17-18	18-19	19-20
With Full Credential	23	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for Western Placer Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at First Street School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<ul style="list-style-type: none"> English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2015 – 2023) <ul style="list-style-type: none"> K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) 4 – 6 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (4/5 - Adopted 2017; 6 – Adopted 2018) <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) Curriculum Associates Ready Classroom Math (supplemental materials)</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>

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: 10/16/19

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	MPR: Wall paper is torn and the floor tile is damaged. Library - Speech: Damaged ceiling tile. Room 24: Damaged ceiling tile. Room 22: Damaged ceiling tiles. Room 20: Damaged vinyl wall surface, Damaged ceiling tiles, Baseboard coming off 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.

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. 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	54	55	57	50	50
Math	46	44	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.3	20.0	9.3

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

School Year 2018-19 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	251	247	98.41	53.85
Male	135	133	98.52	53.38
Female	116	114	98.28	54.39
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	144	97.30	41.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	85	100.00	69.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	175	171	97.71	43.27
English Learners	119	115	96.64	37.39
Students with Disabilities	37	37	100.00	29.73
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	251	251	100.00	43.82
Male	135	135	100.00	48.89
Female	116	116	100.00	37.93
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	148	148	100.00	31.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	85	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	175	175	100.00	32.00
English Learners	119	119	100.00	27.73
Students with Disabilities	37	37	100.00	21.62
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

Parents play important roles at First Street School through their active participation and involvement in School Site Council (SSC), English Learner Advisory Committee (ELAC), "CHAMPS" 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 have begun a more extensive process for reviewing school information with staff, district, and community stakeholders. At the end of the 18-19 school year, we put out a detailed budget review of our funding streams and expenses. That review also included a look ahead to some initial ideas and plans for the 19-20 school year. In addition, a parent survey was conducted to get some feedback on how the community felt we were doing and where they would like to see some improvements and changes. We communicate extensively through our "Roadrunner Weekly" newsletter, school App notifications, School Messenger calls and emails, our Facebook page, and Peach Jar flyers.

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. Monthly 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	2.1	0.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9375
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.7
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	15	3			25		3		25		3	
1	25		3		22		3		24		3	
2	28		2		26		3		23		2	
3	25		3		26		3		25		4	
4	29		2	1	24		3		28		2	
5	67	3	5	2	38	1	2	1	113		3	2
Other**					7	1			6	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,332	\$3,642	\$8,690	\$85,932
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.1	4.3
School Site/ State	14.6	9.6

Note: Cells with N/A values 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

1561 Joiner Parkway • Lincoln, CA 95648 • 916-434-5255 • Grades K-5

Kelly Castillo, Principal

kcastillo@wpusd.org

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Deputy Superintendent, Educational
Services

Audrey Kilpatrick

Assistant Superintendent, Business

Gabe Simon

Assistant Superintendent, Human
Resources

Susan Watkins

Director, Special Education

Kathleen Leehane

Director, Supplemental Programs and
Accountability

Scott Pickett

Director, Educational Services

Christina Lawson

Director, Food Services

Carrie Carlson

Director, of Business Services

Stan Brandl

Director, Maintenance and Operations

Tsugufumi Furuyama

Director, Technology

Mike Adell

Director, Facilities

Mark Derossett

Director, Transportation

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 450 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	68
Grade 2	69
Grade 3	67
Grade 4	59
Grade 5	76
Total Enrollment	413

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	1.7
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.5
White	62
Two or More Races	3.4
Socioeconomically Disadvantaged	17.9
English Learners	4.6
Students with Disabilities	12.1

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 for Fosskett Ranch	17-18	18-19	19-20
With Full Credential	28	28	21
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Fosskett Ranch Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

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 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</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>K – 5 Curriculum Associates Ready Common Core Math (Supplement 2019)</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>

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: 10/7/19

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.

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	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. 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	61	55	57	50	50
Math	49	55	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.4	22.4	13.2

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

School Year 2018-19 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	200	199	99.50	61.31
Male	104	103	99.04	53.40
Female	96	96	100.00	69.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	43.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	123	99.19	69.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	36.84
English Learners	16	16	100.00	25.00
Students with Disabilities	29	29	100.00	31.03

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 2018-19 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	200	199	99.50	54.77
Male	104	103	99.04	51.46
Female	96	96	100.00	58.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	43.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	123	99.19	61.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	31.58
English Learners	16	16	100.00	37.50
Students with Disabilities	29	29	100.00	24.14

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9375
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	105	1	3	2	16	3	1		19	2	2	
1	25		3		23		3		22		3	
2	22	1	2		23	1	2		23		3	
3	24		3		21		3		22	1	2	
4	23		3		30		2		25		2	
5	23	1	3		47	1	3	2	92	1	3	2
Other**	8	1										

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	19

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, 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 English Language Development Standards (ELDS) 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. This year, three grade levels work with an outside consultant to participate in a deep study of the state math frameworks and the standards to design lessons and units that address the rigor of the math frameworks.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,086	\$4,397	\$8,690	\$88,769
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.1	7.5
School Site/ State	14.6	12.8

Note: Cells with N/A values 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

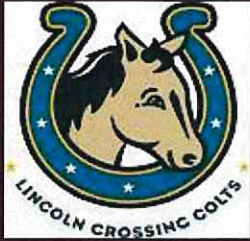
Homework intervention club is an after school program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. During grade level differentiation time, students working below grade level benchmarks in the area of English Language 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.



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>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

600 6th Street, Suite 400

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(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

Deputy Superintendent,
Educational Services

Audrey Kilpatrick

Assistant Superintendent, Business
Services

Gabe Simon

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. This year, our professional development goals centered on math instruction, collaborative conversation, and continuous improvement.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	135
Grade 1	107
Grade 2	109
Grade 3	107
Grade 4	108
Grade 5	108
Total Enrollment	674

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.9
Asian	4.3
Filipino	5.3
Hispanic or Latino	17.8
Native Hawaiian or Pacific Islander	1
White	63.4
Two or More Races	4.2
Socioeconomically Disadvantaged	15.9
English Learners	3.7
Students with Disabilities	8.5
Homeless	3.4

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 for Lincoln Crossing	17-18	18-19	19-20
With Full Credential	28	28	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Lincoln Crossing Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

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>

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: 10/16/19

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
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	K-1: Chipped paint on boys restroom door Drinking fountains appear to be accessible and functioning as intended.

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	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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	66	67	55	57	50	50
Math	54	63	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	12.8	30.3	32.1

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

School Year 2018-19 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	322	321	99.69	67.29
Male	146	145	99.32	55.86
Female	176	176	100.00	76.70
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	58.82
Filipino	22	22	100.00	63.64
Hispanic or Latino	55	55	100.00	65.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	205	99.51	69.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	49.23
English Learners	25	25	100.00	60.00
Students with Disabilities	45	45	100.00	48.89
Homeless	14	14	100.00	0.00

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 2018-19 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	322	320	99.38	62.81
Male	146	145	99.32	63.45
Female	176	175	99.43	62.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	100.00	76.47
Filipino	22	22	100.00	72.73
Hispanic or Latino	55	55	100.00	58.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	204	99.03	61.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	40.63
English Learners	25	25	100.00	60.00
Students with Disabilities	45	45	100.00	53.33
Homeless	14	14	100.00	0.00

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 2019-20)

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. This year, we also offered a "Happy Families" series that focused on areas of parent interest based on our Spring 2019 community input survey. We attempt to offer all parent educational events during the school day and in the evening to meet the needs of all parent's schedules.

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. This year, we are implementing more complex drills related to our Safety Response Protocol (SRP) in order to better assess our protocol's strengths and weaknesses. We have installed several additional surveillance cameras on campus, and are exploring the installation of panic buttons in various campus spaces.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.8	1.7	1.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		5		22		5		27		5	
1	27		4		27		5		27		4	
2	28		4		27		4		43		4	1
3	27		4		27		4		27		4	
4	31		3		44		3	1	31		3	
5	126		4	3	37		4	1	145		4	2
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	7	8

All Site Professional Development: 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. In 2019-20, teachers were given 2 full days of PLC collaboration, a full day of vertical articulation with the grade above and below them, 3 days of PD related to iReady implementation, as well as 2 days of district driven PD (one day before school; one day in the fall). In addition, staff in grades 1-3 have access to two additional PLC work days per our contract. Finally, we host one hour long staff meeting each month, which has a PD focus, particularly related to math this year.

Staff Specific Professional Development: Teachers who service ELD students have attended the districts ELD training. Staff have participated in ELA training offered by our local Reading Council and Special Education/MTSS Tier II training offered by the county and our SELPA, and Illuminate (a program we use to collect and analyze student data). 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 4th and 5th grade team attended the Summer Institute for AVID in 2019 and continues to implement the AVID program and attend additional training offered by Sacramento County. This spring, our 3rd grade team will be attending a preview program related to AVID. Two teachers attended the Youth Development Institute training offered by our District this summer, and several staff attended educational technology trainings offered over the summer. Two of our staff teams participated in ongoing math professional development with an outside consultant. Staff have also participated in training of interest to them, including trainings on using music and movement to support mindful learning. Teachers who attend trainings are encouraged to bring their learning back to the site through staff meeting or PLC share outs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,890	\$2,173	\$7,717	\$81,757
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.8	-0.7
School Site/ State	2.8	4.6

Note: Cells with N/A values 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).

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

eortiz@wpusd.org

<http://ses.wpusd.org>

2018-19 School Accountability Report Card Published During the 2019-20 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
Deputy Superintendent,
Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
Assistant Superintendent, Human
Resources

School Description

Sheridan Elementary School serves 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-grade classrooms with a population of 66 students. The ethnic makeup is as follows: Caucasian 57%, Hispanic/Latino 36%, American Indian or Alaska Native 3%, Black or African American 2% and two or more races 2%. Efforts are made to ensure that the transition from preschool to 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 44 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 68%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using EnVision Math, Ready Mathematics, Benchmark Advance, Ready Common Core, iReady, Sonday 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

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	14
Grade 2	8
Grade 3	6
Grade 4	9
Grade 5	7
Total Enrollment	58

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Hispanic or Latino	50
White	41.4
Two or More Races	6.9
Socioeconomically Disadvantaged	67.2
English Learners	25.9
Students with Disabilities	6.9
Foster Youth	5.2
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Sheridan Elementary	17-18	18-19	19-20
With Full Credential	5	4	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Sheridan Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</p> <p>* 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</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Envisions (adopted 2014)</p> <p>Ready Mathematics</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>Delta Science/FOSS Science (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>Pearson Scott Foresman: History/Social Science for CA (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>

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: 10/4/19

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. Restrooms: Rust on stalls, no ventilation or HVAC 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: The admin office floor has several small rips in the linoleum Kitchen: Floor damage, Cabinets do not close properly Classroom 2: Chipped paint on baseboards Portable Classroom 5: Tear in vinyl wall cover and flooring Portable Classroom 6: Formica cabinets are cracking and laminate flooring has small tears and cracks Portable Classroom 8: Cove base is falling off, wall has small holes. Portable Restrooms: Boys rust on stalls Portable Classroom 10: Portable Classroom 11: one damaged ceiling tile

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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.
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	43	55	57	50	50
Math	17	30	43	45	38	39

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.

School Year 2018-19 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	23	23	100.00	43.48
Male	--	--	--	--
Female	13	13	100.00	38.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100.00	46.15
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	37.50
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

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 2018-19 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	23	23	100.00	30.43
Male	--	--	--	--
Female	13	13	100.00	23.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100.00	30.77
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	31.25
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 2019-20)

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, Family Movie nights, Tamale making, Easter Egg Hunt/Pancake Breakfast, 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

2019-2020

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For Western Placer Unified School District and Sheridan Elementary

Reviewed by Site Council
 (12/5/2019)

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 lock-down 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 lock-down/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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	3.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1			17	1			28		1	
1	9	2			8	1			14	1		
2	17	1										
3	26		1		15	2			14	1		
4	12	1			7	1						
5	19	1	2		17	2			16	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
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Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

* 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://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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$17,478	\$4,032	\$13,446	\$72,584
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	53.4	-12.6
School Site/ State	56.7	-7.3

Note: Cells with N/A values 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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

600 6th Street, Suite 400

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(916) 645-6350

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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent,
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 transitional kindergarten through fifth grade with a current enrollment of approximately 650 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:

34 classrooms (includes 2 science, 2 music, 2 kinder, 3 Special Day Classes, 1 Resource Specialist, 1 Speech Pathologist, 1 School Psychologist, and Intervention); Library; Technology Lab; Multipurpose Room; Kitchen; Art Room; and Administration Building (Principal, Assistant Principal, Secretary, Clerk).

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. We have a 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 and Youth Development Institute. 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	114
Grade 2	113
Grade 3	109
Grade 4	90
Grade 5	105
Total Enrollment	648

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.8
Asian	4.5
Filipino	2
Hispanic or Latino	7.9
Native Hawaiian or Pacific Islander	0.3
White	77.8
Two or More Races	3.7
Socioeconomically Disadvantaged	9.6
English Learners	1.5
Students with Disabilities	11.9
Foster Youth	1.1
Homeless	0.2

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 for Twelve Bridges	17-18	18-19	19-20
With Full Credential	32	32	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Twelve Bridges Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

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 Publishing: EnVisions (Adopted 2014); K-5 Curriculum Associates Ready Classroom Math (2019)</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>

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: 10/4/19

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.

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	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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	72	72	55	57	50	50
Math	69	69	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.0	15.1	52.8

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

School Year 2018-19 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	299	295	98.66	71.53
Male	149	147	98.66	71.43
Female	150	148	98.67	71.62
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	68.75
Filipino	--	--	--	--
Hispanic or Latino	27	26	96.30	69.23
White	240	237	98.75	71.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	56.52
English Learners	--	--	--	--
Students with Disabilities	40	39	97.50	41.03
Homeless	--	--	--	--

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 2018-19 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	299	295	98.66	69.15
Male	149	147	98.66	76.19
Female	150	148	98.67	62.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	81.25
Filipino	--	--	--	--
Hispanic or Latino	27	26	96.30	53.85
White	240	237	98.75	70.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	23	95.83	60.87
English Learners	--	--	--	--
Students with Disabilities	40	39	97.50	51.28
Homeless	--	--	--	--

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 2019-20)

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, Bingo Nights, the Fun Run, Family Painting Nights, Family Dance Nights, and more. The Harvest Festival, Fun Run, and Bingo Nights 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.

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 January, 2020. 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 an 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.1	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	5		19	2	4		23		5	
1	31		6	1	26		4		26		4	
2	24		4		31		4	1	67		4	1
3	27		4		24		4		27		4	
4	27		3		30		3		26		3	
5	94		4	3	42		4	2	84		4	1
Other**	5	1							9	2		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 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. Two of our grade levels are receiving ongoing training with a consultant to align our current curriculum with the California Math Framework. 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. 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. Five of our teachers attended a multi-day "Get Your Teach On" conference over the past two summers 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,724	\$2,806	\$7,919	\$86,176
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	1.8	4.6
School Site/ State	5.3	9.9

Note: Cells with N/A values 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

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.



Glen Edwards Middle School

204 L Street • Lincoln, Ca. 95648-1825 • 916-645-6370 • Grades 6-8

Lance Van Court, Principal

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

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Assistant Superintendent, Human
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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, Leadership and Photography/Ceramic. 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

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- 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	284
Grade 7	308
Grade 8	277
Total Enrollment	869

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0.7
Asian	1.4
Filipino	2.3
Hispanic or Latino	40.6
Native Hawaiian or Pacific Islander	0.9
White	48.9
Two or More Races	1.2
Socioeconomically Disadvantaged	49.6
English Learners	13.3
Students with Disabilities	8.2
Foster Youth	0.2
Homeless	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 for Glen Edwards Middle	17-18	18-19	19-20
With Full Credential	38	39	38
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	2	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Glen Edwards Middle School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

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>

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: 10/16/19

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 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 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

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	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 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	52	55	57	50	50
Math	41	45	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	19.8	26.1	24.4

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

School Year 2018-19 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	866	857	98.96	51.99
Male	440	436	99.09	42.53
Female	426	421	98.83	61.76
Black or African American	24	24	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	75.00
Filipino	19	19	100.00	57.89
Hispanic or Latino	347	343	98.85	41.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	431	427	99.07	58.31
Two or More Races	12	12	100.00	75.00
Socioeconomically Disadvantaged	430	423	98.37	41.71
English Learners	196	194	98.98	33.68
Students with Disabilities	103	99	96.12	13.13
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	867	843	97.23	44.95
Male	441	429	97.28	41.59
Female	426	414	97.18	48.43
Black or African American	24	24	100.00	29.17
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.00	75.00
Filipino	19	19	100.00	68.42
Hispanic or Latino	347	340	97.98	34.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	432	417	96.53	52.64
Two or More Races	12	12	100.00	58.33
Socioeconomically Disadvantaged	431	420	97.45	31.03
English Learners	196	194	98.98	24.23
Students with Disabilities	103	97	94.17	13.40
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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

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 number of times 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 2019. It is reviewed annually and approved by the Site-Based Leadership Team, School Site Council 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, which 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.9	5.9	5.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	869

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0.25
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	3.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	23	8	18	1	20	12	17	2	21	11	15	2
Mathematics	24	10	9	6	21	12	14	2	25	4	17	2
Science	28	4	13	7	25	5	15	4	27	3	16	3
Social Science	28	3	14	6	26	3	19	2	26	4	17	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,164	\$2,797	\$7,368	\$79,097
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.4	-4.0
School Site/ State	-1.9	1.3

Note: Cells with N/A values 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.



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/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman

Superintendent

Kerry Callahan

Deputy Superintendent,
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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	269
Grade 7	263
Grade 8	264
Total Enrollment	796

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.3
Asian	4.3
Filipino	3.9
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	1
White	67.3
Two or More Races	1.4
Socioeconomically Disadvantaged	19.3
English Learners	3.3
Students with Disabilities	9.9
Foster Youth	0.4
Homeless	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 for Twelve Bridges Middle	17-18	18-19	19-20
With Full Credential	34	34	32
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	1	1

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Twelve Bridges Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Gr 6: WPUUSD 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	TCI (Teacher's Curriculum Institute) (Adopted 2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 10/18/19

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 appears to be adequate and working properly, including exterior lights.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	68	69	55	57	50	50
Math	60	61	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.4	30.0	33.8

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

School Year 2018-19 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	794	789	99.37	68.82
Male	423	422	99.76	62.56
Female	371	367	98.92	76.02
Black or African American	24	24	100.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	79.41
Filipino	29	29	100.00	79.31
Hispanic or Latino	135	133	98.52	61.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	536	533	99.44	69.79
Two or More Races	11	11	100.00	63.64
Socioeconomically Disadvantaged	165	165	100.00	53.94
English Learners	51	51	100.00	39.22
Students with Disabilities	95	94	98.95	28.72
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	794	789	99.37	60.96
Male	423	422	99.76	61.37
Female	371	367	98.92	60.49
Black or African American	24	24	100.00	41.67
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	58.82
Filipino	29	29	100.00	68.97
Hispanic or Latino	135	133	98.52	52.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	536	533	99.44	63.41
Two or More Races	11	11	100.00	45.45
Socioeconomically Disadvantaged	165	165	100.00	43.64
English Learners	51	51	100.00	27.45
Students with Disabilities	95	94	98.95	20.21
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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/lock out 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/lock out drills for maintaining a safe campus if an emergency requires all staff and students to be locked inside. TBMS is involved in ongoing professional development with regard to school safety and procedures.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	3.1	2.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	884.4

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	8	10	5	22	9	9	6	25	6	11	5
Mathematics	20	8	13	1	22	8	14	1	25	5	9	7
Science	23	8	13	3	24	7	13	4	25	5	10	6
Social Science	24	6	8	8	25	4	13	4	25	6	10	6

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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. The PLC system is monitored through accountability documentation as well as teacher-principal interaction.

A major focus is 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.

Teachers have been working on learning cooperative learning strategies. Research has shown that student engagement is one of the keys to success and cooperative learning strategies emphasize student engagement through peer interactions. Teachers have been given training through after school workshops as well as through peer coaching.

As we make a shift to a more restorative environment, with regard to discipline, teachers will begin the process of learning restorative practices. This training will be administered at after school workshops.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,714	\$3,083	\$7,631	\$82,117
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.9	-0.3
School Site/ State	1.6	5.1

Note: Cells with N/A values 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

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.



Lincoln High School

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

Michael G Maul, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 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
President

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	565
Grade 10	548
Grade 11	491
Grade 12	414
Total Enrollment	2,018

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.6
Asian	3
Filipino	2.4
Hispanic or Latino	29.2
Native Hawaiian or Pacific Islander	1
White	57.2
Two or More Races	1.3
Socioeconomically Disadvantaged	31.3
English Learners	4.2
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	0.3

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 for Lincoln High School	17-18	18-19	19-20
With Full Credential	75	76	85
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	6	10	6

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Lincoln High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	1	1	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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 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>* 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); 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>Microscopes, Centrifuges, Anatomical Models, Eyeglass UV sanitation Cabinet/Storage, Scales/Balances, Bunsen Burners, Incubators, and PASCO Spark Lab Stimulators</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: 10/16/19

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 23: Stained ceiling tile 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, Rusty out rain gutter Room 4C: Stained ceiling tile Room 22: Missing ceiling tile Room 11: Stained 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.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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.
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 Art: Ceiling tiles, Rusted out rain gutter 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	69	64	55	57	50	50
Math	35	41	43	45	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	13.3	27.5	48.4

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

School Year 2018-19 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	481	458	95.22	63.97
Male	248	233	93.95	57.08
Female	233	225	96.57	71.11
Black or African American	15	14	93.33	42.86
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	86.67
Filipino	16	16	100.00	87.50
Hispanic or Latino	155	150	96.77	58.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	247	232	93.93	64.66
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	151	144	95.36	59.03
English Learners	31	30	96.77	33.33
Students with Disabilities	52	51	98.08	17.65
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	483	469	97.10	40.81
Male	248	242	97.58	40.66
Female	235	227	96.60	40.97
Black or African American	15	15	100.00	20.00
American Indian or Alaska Native	--	--	--	--
Asian	16	15	93.75	80.00
Filipino	16	16	100.00	62.50
Hispanic or Latino	156	153	98.08	30.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	248	238	95.97	45.99
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	148	97.37	35.81
English Learners	31	31	100.00	16.13
Students with Disabilities	53	53	100.00	9.43
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 Clubs (Athletics, Football, and Band each have their own parent booster clubs), Farm Foundation, ELAC meetings, tutoring, and volunteering. Those interested in being involved in any of these parent groups should call the main office to get information on when the next meeting is.

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 December, 2019. 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 practiced multiple times each year, based on state law and district office directives. Our school safety plan is reviewed by many stakeholders, including our parent-based Site Based Leadership Team and Student Body Leadership team, and it is thoroughly reviewed by Lincoln Police and Fire departments, through the facilitation of an on-site Student Resource Officer.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.2	2.6	4.4
Expulsions Rate	0.1	0.1	0.2

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	504.5

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1.375
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	7.0
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes*	2016-17 # of Classes*	2016-17 # of Classes*	2017-18 Average Class Size	2017-18 # of Classes*	2017-18 # of Classes*	2017-18 # of Classes*	2018-19 Average Class Size	2018-19 # of Classes*	2018-19 # of Classes*	2018-19 # of Classes*
		Size 1-22	Size 23-32	Size 33+		Size 1-22	Size 23-32	Size 33+		Size 1-22	Size 23-32	Size 33+
English	24	30	17	36	30	14	12	42	24	37	7	48
Mathematics	15	19	4	6	29	14	4	43	28	18	7	47
Science	27	8	15	18	29	9	10	29	28	9	9	30
Social Science	26	24	4	42	31	13	4	46	24	31	4	48

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2.5

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: Two years ago, 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. Since then, there has been ongoing PD being provided by EL TOSA each year as needed, with help by our EL teachers. Last

School Safety workshop: Last year, 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. This information helps to continue to inform our School Safety plan.

School Culture Summit: Three 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 vehicle called the "Culture Team"

Mental Health Conference: Last year, we sent a team of three staff members to a mental health conference, with their finding shared with our guidance counselor team and the staff in general at a staff meeting. Some of the best practices identified there have become integrated into our practices, including proactive work with students in the "Wellness Club."

Advanced Placement Institutes: Each year, any teacher taking on a new AP assignment, or teachers who have a course that has gone through a redesign, attend a five-day AP teaching/learning institute to help them craft a course description and content that meet the needs of learners and satisfies the demands of an AP-type curriculum.

Equal Opportunity Schools: The leadership team of LHS has been going through a year-long series of meetings with our new partner, Equal Opportunity Schools, to create best practices in recruiting and retaining students from diverse backgrounds to ensure there is equity of access in our highest level courses.

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,320	\$3,091	\$7,229	\$82,324
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-7.3	0.0
School Site/ State	-3.8	5.3

Note: Cells with N/A values 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

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. Tutoring takes place four days a week, and is open to all students. It is completely free, and is funded out of supplemental funding to support student success in the classroom. Students needing additional support in English language acquisition are identified before the start of the year, and placed in supports from a menu of options that best meet the students individual needs. Wellness Together is an emotional support program that is offered on a referral basis to student who may need counseling services, both group and individual, that go beyond what our guidance counselors can offer in a typical school day. These services are free to the student. AVID tutors/aides, EL tutors/aides, and students tutors/aides are students who directly work with the teacher in the classroom to provide additional support to students during class time. 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Lincoln High School	2015-16	2016-17	2017-18
Dropout Rate	4.3	2.7	4.7
Graduation Rate	93.1	91.7	94

Rate for Western Placer Unified School	2015-16	2016-17	2017-18
Dropout Rate	6.1	10.8	7.8
Graduation Rate	87.5	75.7	83.9

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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%

Career Technical Education Programs

CTE has a long history at Lincoln High School. We have a comprehensive Agricultural program that includes multiple pathways, including Floral Design, Welding, Diesel Mechanics, Agriscience, and Agricultural Business. In addition, we have Project Lead the Way (Biomedical Science & Engineering), Computer science based pathways in Information and Communications Technology, and Arts Media Communications that includes pathways in Visual Arts, Media Arts, and Graphic Design. As of next year, each pathway listed above will have a three-year or four year path that include "concentrator" and "completer" courses. In addition, internships are available for students wishing to gain even more direct on the job training, highlighted by our partnership with Lennar Construction, which offers a monthly construction workshop that students can then parlay into a paid summer internship. TOSA Jennifer Horton is our district's CTE and CTEIG representative to various CTE organizations.

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.46
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	46.81

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All courses	17	15.6

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

*Where there are student course enrollments of at least one student.



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/>

2018-19 School Accountability Report Card Published During the 2019-20 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

Deputy 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	8
Grade 11	36
Grade 12	55
Total Enrollment	100

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
Asian	1
Hispanic or Latino	37
White	54
Two or More Races	3
Socioeconomically Disadvantaged	52
English Learners	4
Students with Disabilities	1
Foster Youth	3
Homeless	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 for Phoenix High School	17-18	18-19	19-20
With Full Credential	5	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Phoenix High School

Indicator	17-18	18-19	19-20
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 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

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%

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: 10/1/19

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	Interior surfaces appear to be clean, safe, and functional. Walls are free of hazards from tears and holes. Flooring is free of hazards from torn carpeting, missing floor tiles, holes. Ceiling is free of hazards from missing ceiling tiles and holes. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
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.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	34	24	55	57	50	50
Math	5	0	43	45	38	39

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.

School Year 2018-19 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	35	34	97.14	23.53
Male	19	19	100.00	26.32
Female	16	15	93.75	20.00
Black or African American	--	--	--	--
Hispanic or Latino	13	13	100.00	15.38
White	21	20	95.24	25.00
Socioeconomically Disadvantaged	17	16	94.12	18.75
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

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

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 2018-19 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	35	34	97.14	0.00
Male	19	19	100.00	0.00
Female	16	15	93.75	0.00
Black or African American	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00
White	21	20	95.24	0.00
Socioeconomically Disadvantaged	17	16	94.12	0.00
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

- 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:

- Revised 2019-20 PHS School Handbook delivered to all students
- Consistently enforce the discipline policy and model appropriate classroom behaviors.
- Explain the District's attendance policies, procedures, expectations and consequences with students at first day assembly.
- PHS Period Schedule: students assigned to content area classrooms each period.
- Counselor on campus Monday - Friday.
- School-wide meetings every Friday, to make announcements, celebrate successes, and discuss any campus concerns.
- Celebrate students academic, attendance and citizenship successes

Phoenix High School's comprehensive safety plan was revised and updated in October, 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.4	9.1	3.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	80

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	7	16			6	14	1		4	26		
Mathematics	2	27			3	17			4	26		
Science	4	9			5	9			4	15		
Social Science	3	26			3	27			4	29		

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 staffs is flexible in their delivery methods and are always looking for better ways of providing our students with a quality educational program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$16,806	\$3,968	\$12,838	\$86,439
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	49.1	4.9
School Site/ State	52.4	10.2

Note: Cells with N/A values 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)

Rate for Phoenix High School	2015-16	2016-17	2017-18
Dropout Rate	22	12.8	18.9
Graduation Rate	41.5	30.8	54.1

Rate for Western Placer Unified School	2015-16	2016-17	2017-18
Dropout Rate	6.1	10.8	7.8
Graduation Rate	87.5	75.7	83.9

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	6.67

Career Technical Education Programs

Phoenix High School students can access CTE programs by co-enrolling at Lincoln High School. Lincoln High School offers 12 different pathways across 6 industry sectors.

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.

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

*Where there are student course enrollments of at least one student.

**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:

Donation Acknowledgement from
Sutter Roseville Medical Center Foundation

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman,
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

A letter was received by Sutter Roseville Medical Center Foundation for the 4000 surgical/medical mask that were donated by Western Placer Unified School District to assist during the COVID-19 needs for supplies for essential workers.

ADMINISTRATION RECOMMENDATION:

Administration is sharing the letter with the Board of Trustees.

April 3, 2020

Mr. Scott Leaman
Western Placer Unified School District
600 6th St Ste 400
Lincoln, CA 95648-1787

Dear Mr. Leaman,

Thank you. We received your meaningful contribution of 3,000 N95 masks in support of the area of greatest need at Sutter Roseville Medical Center Foundation.

I hope you know how important your gift is here at Sutter Roseville Medical Center Foundation. Generous investments like yours help to make sure that every patient who comes to Sutter gets the best possible treatment with the best equipment, in a welcoming, comfortable setting.

You've shown that you care about the people who come to Sutter Roseville Medical Center for treatment—and for our entire community. It's generosity from donors like you that make this such a great place to live.

On behalf of every person fighting illness or overcoming injuries, for every grandparent or child who gets the care they need, and for every family member who comes to visit, please accept my thanks for your support of Sutter Roseville Medical Center Foundation. Together, we are taking patient care to the next level, right here at home.

Again, thank you for your donation to Sutter Roseville Medical Center Foundation.

Sincerely,



Suzanne Zolfo
Director of Philanthropy, Placer County

*This letter confirms that no goods or services were provided in exchange for this gift.
Please retain this letter for your tax return records. SRMCF's Tax ID number is 68-0040113.*

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

SUBJECT:

California Interscholastic Federation
Application for 2020-21 School Year
At Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Scott Leaman
Superintendent

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE:

N/A

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

No

BACKGROUND:

The California Interscholastic Federation is requesting representatives for Lincoln High School during the 2020-21 school year.

RECOMMENDATION:

Administration recommends the approval of the application.



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: RON NOCETTI, EXECUTIVE DIRECTOR

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 15, 2020

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2020-2021**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p. 18) for the affected schools.

At the State Federated Council level, we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools, and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 28, 2020 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2020-2021 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2020.**

Western Placer Unified School District/Governing Board at its May 5, 2020 meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2020-2021 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lincoln High School
NAME OF REPRESENTATIVE Mike Maul POSITION Principal
ADDRESS 790 J Street CITY Lincoln ZIP 95648
PHONE (916) 645-6360 FAX _____ E-MAIL mmaul@wpusd.org

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Scott Leaman Signature _____
Address 600 6th Stree Suite 400 City Lincoln Zip 95648
Phone (916) 645-6350 Fax _____

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033
Email: jcrich@cifcs.org

CIF CENTRAL COAST SECTION

Duane Morgan, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Email: dmorgan@cifccs.org

CIF LOS ANGELES SECTION

Vicky Lagos, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Email: vlagos@cif-la.org

CIF NORTH COAST SECTION

Pat Cruickshank, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Email: slivingston@cifncs.org

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Email: lkyle@cifns.org

CIF OAKLAND SECTION

Franky Navarro, Commissioner
1000 Broadway, Ste. 150
Oakland, CA 94607
Phone: (510) 879-2846
No fax number

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Email: kjohnson@cifsjs.org

CIF SAN DIEGO SECTION

Joe Heinz, Commissioner
3636 Camino Del Rio North #200
San Diego, CA 92108
Phone: (858) 292-8165
Email: stacycifsds@gmail.com

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Email: sharonh@cifss.org

INFORMATION

DISCUSSION

ACTION

ITEMS

**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

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

SUBJECT:

Consider Approving Resolution No. 19/20.28
Authorizing the Elimination and/or Reduction
of Certain Classified Employee Positions Due to
Lack of Work/Lack of Funds.

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

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

ENCLOSURES:

Resolution No. 19/20.28

DEPARTMENT:

Personnel

FINANCIAL INPUT/SOURCE:

General and Supplemental Funds

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

Yes

BACKGROUND:

Pursuant to Education Code section 45117, the District administration is making a recommendation that would require the Governing Board of the Western Placer Unified School District to eliminate and/or reduce certain Classified employee positions due to lack of work/lack of funds by adopting Resolution No. 19/20.28. The position being eliminated or reduced may not reflect the actual person who will be subject to layoff due to the complicated bumping process that will take place pursuant to the Collective Bargaining Agreement with CSEA Chapter #741, Board Policy, and Education Code.

RECOMMENDATION:

Approve Resolution No. 19/20.28 authorizing the elimination and/or reduction of certain classified employee positions due to lack of work lack of funds.

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 19/20.28**

**RESOLUTION FOR A REDUCTION/ELIMINATION IN CLASSIFIED STAFF DUE TO
LACK OF WORK/LACK OF FUNDS**

WHEREAS, Education Code §45117, District Policy and the collective bargaining agreement between the Western Placer Unified School District and the California School Employees Association (Chapter #741) permit the Governing Board to reduce the number of classified positions for lack of work or lack of funds;

WHEREAS, the Governing Board of the Western Placer Unified School District has determined that it shall be necessary to reduce or eliminate the following positions in the District not later than July 4, 2020 due to lack of work/lack of funds:

Eliminate One (1) one hour Food Service Lead position (Sheridan Elementary School)
from 1 hour to 0 hours per day

NOW, THEREFORE BE IT RESOLVED, that as of the close of the business day on July 4, 2020, the above-referenced classified positions shall be reduced or eliminated.

BE IT FURTHER RESOLVED, that the Superintendent, or Superintendent's designee, is authorized and directed to give notice to the affected classified employees pursuant to District rules and regulations and applicable provisions of Education Code not later than sixty (60) days prior to the effective day of layoff as set forth above.

ADOPTED by the Governing Board of Western Placer Unified School District on May 5, 2020 by the following vote:

AYES:

NOES:

ABSENT:

President
Board of Trustees
Western Placer Unified School District

Attested:

I certify that the foregoing resolution was adopted by the Board of Trustees of the Western Placer Unified School District, County of Placer, on the date shown above.

Clerk
Board of Trustees
Western Placer Unified School District

**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:

Approve Resolution No. 19/20.29
Declaring an Election be held in its
Jurisdiction; Requesting the Board of
Supervisors to Consolidate this
Election with any other Election
Conducted on said date

AGENDA ITEM AREA:

Information/Action

REQUESTED BY:

Scott Leaman

ENCLOSURES:

Yes

DEPARTMENT:

Administration

FINANCIAL INPUT/SOURCE

N/A

MEETING DATE:

May 5, 2020

ROLL CALL REQUIRED:

Yes

BACKGROUND:

The Board of Trustees will take action to approve Resolution 19/20.29 declaring an election be held in its jurisdiction requesting the Board of Supervisors to consolidate this election with any other election conducted on said date, and requesting election services by the County Clerk.

ADMINISTRATION RECOMMENDATION:

Administration recommends the Board of Trustees adopt Resolution 19/20.29 declaring an election be held.

**NOTICE OF GOVERNING BOARD MEMBER ELECTION AND/OR
NOTICE TO SUBMIT MEASURE(S) TO A VOTE OF THE VOTERS**

Resolution No. 19/20.29

RESOLUTION OF THE GOVERNING BODY OF THE

Western Placer Unified School District

DECLARING AN ELECTION BE HELD IN ITS JURISDICTION;
REQUESTING THE BOARD OF SUPERVISORS TO CONSOLIDATE THIS ELECTION
WITH ANY OTHER ELECTION CONDUCTED ON SAID DATE;
AND
REQUESTING ELECTION SERVICES BY THE COUNTY CLERK.

WHEREAS, this District Governing Body orders an election to be held in its jurisdiction on
November 3, 2020; at which election the issue(s) to be presented to the voters shall be:

NOMINATION OF CANDIDATES FOR THE GOVERNING BODY

1. Said election shall be to fill a vacancy for the following Board Members(s) who resigned and/or whose term(s) expired:

Incumbent's Name	Division Number (if applicable)	Regular/Short Term
Paul Long	1	Regular
Paul Carras	3	Regular

2. Said Directors for this District are elected in the following manner:

 At Large.

There are no divisions in the District; all voters within the District vote for all candidates.

 By Division.

Districts are split into areas; only those voters residing in the area may vote for candidates who run in the area.

 X Qualified by Division-Elected at Large.

Directors must qualify to run by living in a specific division, but all voters within the District may vote on all candidates.

3. Said District has determined the following election particulars:

- The length of the Candidate Statement shall not exceed 200 words.
(Specify either 200 or 400 words)
- The cost of the Candidate Statement shall be paid by the Candidate.
(Specify Candidate or District)

MEASURE(S) TO BE SUBMITTED TO THE VOTERS (IF APPLICABLE)

(If this election is strictly for deciding one or more measures and no candidates are to be elected, please complete #4 through #6 below)

4. Said District does not request that the following measure(s) be decided at this election.
(Specify does or does not)

- Said Governing Board orders the following measure(s) to be put to a vote of the residents of the District:

(See attached wording marked Exhibit(s) _____)

5. Said District has determined the following election particulars:

- In the case of a tie vote, the election shall be determined by LOT.
(Specify lot or runoff election)
- The County Clerk is requested to provide election services. If the District requests the Placer County Elections Office to provide election services, all applicable costs will be paid for by the District.
(Specify requested or not requested)

6. The District hereby certifies that (please check one):

_____ There have been changes to the District boundary lines since our last election as shown on the attached map and/or legal description.

 X There have been no District boundary changes since our last election, but the District understands that the Placer County Public Works Mapping Division will verify our District boundary lines prior to the election.

BE IT RESOLVED that the Board of Supervisors of the County of Placer is hereby requested to:

1. Consolidate the election with any other applicable election conducted on the same day;

2. Authorize and direct the County Clerk, at Governing Body expense, to provide all necessary election services.

This Resolution shall be considered a Notice of Election and Specification of Election Order if applicable.

PASSED AND ADOPTED by the Governing Body on May 5 , 2020.

AYES:

NOES:

ABSENT:

ATTEST: _____
 SECRETARY OF THE BOARD

CHAIR OF THE BOARD

(Seal)

QUICK REFERENCE CALENDAR FOR NOVEMBER 3, 2020 PRESIDENTIAL GENERAL ELECTION Candidate Calendar - Draft	
June 15 – July 18, 2020 (E-141 – E-108)	Candidate workshops conducted during this period (dates and locations to be scheduled).
July 13, 2020 (E-113)	Candidate-filing period begins.
July 31, 2020 (E-95)	Last day to file semi-annual campaign statements.
August 7, 2020 (E-88)	Close of regular candidate-filing period. This period is extended if an incumbent fails to file.
August 12, 2020 (E-83)	Close of extended candidate-filing period.
August 13, 2020 (E-82)	Random alphabet draw to be held at 11AM to determine the ballot order of candidates' names.
September 7, 2020 (E-57)	Write-in candidate-filing period begins.
September 24, 2020 (E-40)	County Voter Information Guides may be mailed to voters.
October 5, 2020 (E-29)	First day to issue vote-by-mail ballots.
October 20, 2020 (E-14)	First day for conditional registration for this election.
October 20, 2020 (E-14)	Close of write-in candidate-filing period.
October 27, 2020 (E-7)	Last day to request vote-by-mail ballot by mail.
November 3, 2020	ELECTION DAY

**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:

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:

May 5, 2020

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 0420.4 – Charter School Authorization
- BP/E 0420.41 – Charter School Oversight
- BP 0420.42 – Charter School Renewal
- BP 0420.43 – Charter School Revocation
- BP 3471 – Parcel Taxes (New Policy)
- BP/AR 3551– Food Service Operations/Cafeteria Fund

RECOMMENDATION:

Administration recommends the Board of Trustees approve the new and revised Exhibits, Policies, and Regulations as submitted.

POLICY GUIDE SHEET

March 2020

Page 1 of 2

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP/AR 0420.4 - Charter School Authorization

(BP/AR revised)

Policy updated to reflect **NEW LAWS (AB 1505 and 1595)** which extend the timeline for holding a public hearing to determine the level of support for a charter petition, extend the timeline for making a final decision to grant or deny the petition, define receipt of the petition for the purpose of determining the beginning of this time period, and require publishing staff recommendations 15 days prior to the hearing at which the final decision will be made. As amended, criteria for reviewing the petition require consideration of the interests of the community in which the school is proposing to locate and prohibit the approval of a new charter school offering nonclassroom-based instruction until January 1, 2022. Regulation reflects **NEW LAWS (AB 1505 and AB 1595)** which revise the required components of a petition to delete a requirement to include annual goals that apply to the nature of the program operated, add a requirement that the petition describe the means by which the charter school will achieve a balance of special education students and English learners that is reflective of the general population within the district, and require that a petition for a charter school operated by or as a nonprofit public benefit corporation include the names and qualifications of the governing body. Regulation also reflects **NEW LAW (AB 982)** which requires the petition to include requirements for providing homework assignments, upon request, to students who have been suspended for two or more days. Regulation also reflects **NEW LAW (AB 1507)** which limits the ability of a charter school to establish a resource center, meeting space, or other satellite facility used for nonclassroom-based independent study outside district boundaries.

BP/E 0420.41 - Charter School Oversight

(BP/E revised)

Policy updated to reflect **NEW LAWS (AB 1505 and AB 1595)** which require a charter school to request a material revision to its charter whenever it proposes to expand operations at one or more grade levels, and **AB 1505** which revises criteria for the provision of technical assistance to charter schools beginning with the 2020-21 school year. Exhibit updated to add new requirements for charter schools pursuant to **NEW LAWS**, including requirements to refrain from discouraging a student from enrolling for any reason (**SB 75**), hold a public hearing when adopting the local control and accountability plan (**SB 75**), provide assistive technology devices to a student at home or a student who transfers to another school (**AB 605**), pay a student's tuition and conduct on-site visits if the charter school has a master contract with a nonpublic, nonsectarian school (**AB 1172**), phase in a requirement for teachers to hold the certificate or permit required for their certificated assignment (**AB 1505**), provide parent/guardian notices in English and in the primary language when 15 percent or more of the students speak a language other than English (**SB 75**), provide students with a meal of their choice regardless of unpaid meal fees (**SB 265**), adopt policy on suicide prevention applicable to grades K-6 (**AB 1767**), print the national domestic abuse hotline number on student identification cards (**SB 316**), post specified information on bullying and harassment prevention (**AB 34**), include the charter school's sexual harassment policy in student orientations and notify students of the policy by posting a poster (**AB 543**), neither expel a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or willfully defying the authority of school personnel (**SB 419**), provide a student who is suspended for two or more days with the homework assigned during the period of suspension (**AB 982**), and update and reissue a former student's records to include the student's updated name or gender (**AB 711**). Exhibit also reflects current law requiring charter schools to accept and provide full or partial credit for coursework completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or immigrant student participating in a newcomer program at another school.

POLICY GUIDE SHEET

March 2020

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BP 0420.42 - Charter School Renewal

(BP revised)

Policy updated to reflect **NEW LAW (AB 1505)** which revises the criteria for granting or denying charter renewals, provides that renewal of a high-performing school may be granted for up to seven years, and provides that a low-performing charter school shall not be granted a renewal unless it adopts a written plan with meaningful steps to address the underlying cause(s) of low performance and there is clear and convincing evidence of either measurable increases in academic achievement or strong postsecondary outcomes, as defined. Policy also reflects **NEW LAWS (AB 1505 and AB 1595)** which extend the timeline for holding a public hearing on the renewal, extend the timeline for making a final decision to grant or deny the renewal, define receipt of the petition for the purpose of determining the beginning of this time period, and require publishing staff recommendations 15 days prior to the hearing at which the final decision will be made. Section on "School Closure" added to clarify that if the charter school is not renewed and ceases operation, the closure procedures specified in the charter will be implemented.

BP 0420.43 - Charter School Revocation

(BP revised)

Policy updated to move up the material regarding immediate revocation of a charter school in the event of a severe and imminent threat to the health or safety of students and to reflect **NEW LAW (AB 1505)** which provides that increases in student achievement for all numerically significant student subgroups should be a factor, but not necessarily the most important factor, in determining whether to revoke a charter. Section on "School Closure" added to clarify that if the charter school is revoked and ceases operation, the closure procedures specified in the charter will be implemented.

BP 3471 - Parcel Taxes

(BP added)

New policy addresses the major requirements of levying, with voter approval, a parcel tax on real property which may be used by the district for any purpose specified in the ballot statement. Policy includes, but is not limited to, the requirement for the board to hold a public hearing; board approval of a resolution for the adoption of a parcel tax; the prohibition against using district funds, services, supplies, or equipment to support the parcel tax; and persons who may be exempted by the board from paying the parcel tax.

BP/AR 3551 - Food Service Operations/Cafeteria Fund

(BP/AR revised)

Policy updated to reflect **NEW LAW (SB 265)** which provides that students with unpaid meal fees must not be denied a reimbursable meal of their choice, eliminating the possibility that any student is required to receive an alternate meal. Policy also reflects a waiver granted by the U.S. Department of Agriculture extending the three-year Administrative Review cycle to a five-year cycle for school years 2017-18 through 2021-22. Regulation updated to reorganize the section on "Unpaid and Delinquent Meal Charges" to emphasize the prohibition against directing any action toward a student to collect unpaid school meal fees and reflect requirements, as amended by SB 265, to treat students with unpaid meal fees the same as other students.

CHARTER SCHOOL AUTHORIZATION

The Board of Trustees recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition **to the Board** for a ~~start-up~~ charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code 47605)

~~The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 475605)~~

Any petition for a ~~start-up charter school or conversion~~ charter school shall include all components, ~~and signatures, and statements~~ required by law, **as specified in the accompanying administrative regulation**, ~~and shall be submitted to the Board~~. The proposed charter shall be attached to the petition. **(Education Code 47605)**

The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.

Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for ~~technical assistance~~ or contracted services which the district may provide to the proposed charter school.

The ~~district~~ Board shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

Timelines for Board Action

Within ~~30~~ **60** days of receiving a charter petition, the Board shall hold a public hearing **on the charter provisions, at which time the Board shall consider to determine** the level of support for the petition by teachers, other **district** employees ~~of the district~~, and parents/guardians. **A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete.** (Education Code 47605)

(cf. 9320—Meetings and Notices)

CHARTER SCHOOL AUTHORIZATION (continued)

~~Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school.~~ **The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board.** (Education Code 47605)

(cf. 9320 - Meetings and Notices)

At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)

The Superintendent or designee shall maintain accurate records, in relation to each charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

~~The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board.~~ (Education Code 47611.5)

Approval of Petition

~~The Board shall approve the charter petition if~~ **A charter petition shall be granted only if the Board is satisfied that** doing so is consistent with sound educational practice **and the interests of the community in which the school is proposing to locate.** In granting charters, the Board shall **consider the academic needs of the students the charter school proposes to serve and shall** give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, **based on standards established by California Department of Education (CDE).** (Education Code 47605)

Prior to authorizing any charter, the The Board shall verify that ~~any approved~~ **the** charter ~~contains~~ **includes** adequate processes and measures for **monitoring and** holding the school accountable for fulfilling the terms of its charter and complying with **all** applicable laws, including Education Code 47604.1, ~~and for fulfilling the terms of its charter.~~ **These Such processes and measures** shall include, but are not limited to, fiscal accountability systems.

CHARTER SCHOOL AUTHORIZATION (continued)

multiple measures for evaluating the educational program, ~~including student outcomes aligned with state priorities as described in Education Code 52060,~~ **inspection and observations of any part of the charter school**, and regular reports to the Board.

(cf. 0420.41 - Charter School Oversight)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

(cf. 0420.42 - Charter School Renewal)

(cf. 0420.43 - Charter School Revocation)

~~It~~ **When a petition is approved by the Board**, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the ~~California Department of Education~~ **CDE**, and the State Board of Education (SBE). (Education Code 47605)

Denial of Petition

The Board shall **summarily** deny any charter petition that **proposes to**:

1. ~~Proposes to o~~**Operate** a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
2. ~~Authorizes the conversion of~~ **Convert** a private school to a charter school (Education Code 47602)
3. ~~Proposes to s~~**Serve** students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code 47605)
4. **Offer nonclassroom-based instruction (Education Code 47612.7)**

CHARTER SCHOOL AUTHORIZATION (continued)

Regarding all other charter petitions, ~~Any other charter petition shall be denied only if the Board shall deny a petition only if the Board~~ makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605; **5 CCR 11967.5.1**)

1. The charter school presents an unsound educational program **that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit** for, the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required.
4. The petition does not contain ~~an affirmation of each of the conditions described in Education Code 47605(d)~~ **a clear, unequivocal statement described in Education Code 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220.**
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(~~bc~~).
6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public ~~school~~ employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3.
7. **The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:**
 - a. **The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings**
 - b. **Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate**

CHARTER SCHOOL AUTHORIZATION (continued)

- 8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets this criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school**

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

(cf. 0430 - Comprehensive Local Plan for Special Education)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

Appeals

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

If either the County Board or SBE remands the petition to the Board because the petition on appeal contains new or different material terms, the Board shall reconsider the petition and grant shall or deny the petition within 30 days. (Education Code 47605)

Legal Reference: (see next page)

CHARTER SCHOOL AUTHORIZATION (continued)

Legal Reference:

EDUCATION CODE

200 Equal rights and opportunities in state educational institutions

220 Nondiscrimination

1240 Duties of County Superintendent

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

33126 School Accountability Report Card

41365 Charter school revolving loan fund

42131 Interim certification

42238.51-42238.53 Funding for charter districts

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47640-47647 Special education funding for charter schools

47650-47652 Funding of charter schools

49011 Student fees

51745-51749.3 Independent study

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

56026 Special education

56145-56146 Special education services in charter schools

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

CODE OF REGULATIONS, TITLE 5

11700.1-11705 Independent study

11960-11969 Charter schools

Legal Reference continued: (see next page)

CHARTER SCHOOL AUTHORIZATION (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

Opinion No. 11-201 (2018)

89 Ops.Cal.Atty.Gen. 166 (2006)

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018

Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016

Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016

Charter Schools: A Guide for Governance Teams, rev. February 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of Memorandum of Understanding

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, August 2016

Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014

Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.ccsa.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: September 4, 2007
revised: October 7, 2014
revised: March 6, 2018
revised: November 5, 2019
revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CHARTER SCHOOL AUTHORIZATION

Petition Signatures

A petition for the establishment of a start-up charter school must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the charter school for its first year of operation
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation

~~If the charter petition calls for~~ **A petition that proposes to convert** an existing public school to ~~be converted to~~ a charter school, ~~the petition~~ must be signed by at least 50 percent of the permanent status teachers currently employed at the school. (Education Code 47605)

(cf. 4116 - Permanent/Probationary Status)

Any petition circulated to collect signatures shall include a prominent statement explaining that a parent/guardian's signature means that the parent/guardian is meaningfully interested in having a child attend the charter school, or, ~~in the case of~~ a teacher's signature, **means** that the teacher is meaningfully interested in teaching at the charter school. ~~The proposed charter shall be attached to the petition.~~ (Education Code 47605)

Staff Advisory Committee

The Superintendent or designee may establish a staff advisory committee to evaluate the completeness of a charter petition based on the requirements in Education Code 47605 and to identify any concerns that should be addressed on the petitioners.

(cf. 2230 - Representative and Deliberative Groups)

Components of Charter Petition

All charter petitions shall comply with the applicable requirements of Education Code 47605, other state and federal laws, and district policies.

A charter petition shall include affirmations that the charter school will be nonsectarian in its programs, admission policies, employment practices, and operations; will not charge tuition; and will not discriminate against a student on the basis of characteristics listed in Education Code 220. The petition shall also contain reasonably comprehensive descriptions of: (Education Code 47605)

CHARTER SCHOOL AUTHORIZATION (continued)

1. The educational program of the proposed school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent, and lifelong learners.

The petition shall include a description of the charter school's annual goals for all students and for each numerically significant subgroup of students identified pursuant to Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. These goals shall be aligned with the state priorities listed in Education Code 52060 that apply to the grade levels served ~~or the nature of the program operated by the charter school~~. The petition also shall describe specific annual actions to achieve those goals. The petition may identify additional priorities established for the proposed school, goals aligned with those priorities, and specific annual actions to achieve those goals.

(cf. 0420.41 - Charter School Oversight)

(cf. 0460 - Local Control and Accountability Plan)

If the proposed charter school will serve high school students, the petition shall describe the manner in which the school will inform parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable, and courses approved by the University of California or the California State University as creditable under the "A-G" admissions criteria may be considered to meet college entrance requirements.

2. The measurable student outcomes identified for use by the charter school. *Student outcomes* means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program, including outcomes that address increases in student academic achievement both schoolwide and for each numerically significant subgroup of students served by the charter school. The student outcomes shall align with the state priorities identified in Education Code 52060 that apply for the grade levels served ~~or the nature of the program operated by the charter school~~.
3. The method by which student progress in meeting the identified student outcomes is to be measured. To the extent practicable, the method for measuring student outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

(cf. 0510 - School Accountability Report Card)

CHARTER SCHOOL AUTHORIZATION (continued)

4. The governance structure of the charter school, including, but not limited to, the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the charter school.
6. The procedures that the charter school will follow to ensure the health and safety of students and staff, including the following requirement:
 - a. Each charter school employee shall furnish the school with a criminal record summary as described in Education Code 44237.
 - b. The charter school shall develop a school safety plan which includes the topics listed in Education Code 32282(a)(2)(A)-(H) ~~and procedures for conducting tactical responses to criminal incidents (A)-(J).~~
 - c. The charter school's safety plan shall be reviewed and updated by March 1 each year.
7. The means by which the charter school will achieve a **balance of** racial and ethnic ~~balance among its~~ students, **special education students, and English learner students, including redesignated fluent English proficient students**, that is reflective of the general population residing within the district's territorial jurisdiction.
8. The charter school's student admission policy. The petition shall, in accordance with Education Code 47605(~~de~~), specify procedures for determining enrollment when the number of applicants exceeds the school's capacity, including requirements for the use of a public random drawing, admission preferences, and priority order of preferences as required by law and subject to Board approval.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the Governing Board's satisfaction.
10. The procedures by which students can be suspended or expelled for disciplinary reasons or otherwise involuntarily removed for any reason, including an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements as specified in Education Code 47605(b). Such procedures shall also include processes by which the charter school will notify the superintendent of a district and request to be notified by a district about a student when the circumstances specified in Education Code 47605(d) exist.

CHARTER SCHOOL AUTHORIZATION (continued)

11. The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.
13. A description of the rights of any district employee upon leaving district employment to work in the charter school and of any rights of return to the district after employment at the charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.
15. A declaration as to whether or not the charter school will be deemed the exclusive public school employer of the school's employees for purposes of collective bargaining under Government Code 3540-3549.3.
16. Consistent with 5 CCR 11962, the procedures to be used if the charter school closes, including, but not limited to: (5 CCR 11962)
 - a. Designation of a responsible entity to conduct closure-related activities
 - b. Notification to parents/guardians, the Board, the county office of education, the special education local plan area in which the charter school participates, the retirement systems in which the school's employees participate, and the California Department of Education, providing at least the following information:
 - (1) The effective date of the closure
 - (2) The name(s) and contact information of the person(s) to whom reasonable inquiries may be made regarding the closure
 - (3) The students' districts of residence
 - (4) The manner in which parents/guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements
 - c. Provision of a list of students at each grade level, the classes they have completed, and their districts of residence to the responsible entity designated in accordance with item #16a above

CHARTER SCHOOL AUTHORIZATION (continued)

- d. Transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of the responsible entity designated in accordance with item #16a above, except for records and/or assessment results that the charter may require to be transferred to a different entity
- e. Transfer and maintenance of personnel records in accordance with applicable law
- f. Completion of an independent final audit within six months after the closure of the charter school that includes an accounting of all financial assets and liabilities pursuant to 5 CCR 11962 and an assessment of the disposition of any restricted funds received by or due to the school
- g. Disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed pursuant to 5 CCR 11962
- h. Completion and filing of any annual reports required pursuant to Education Code 47604.33
- i. Identification of funding for the activities identified in item #16a-h above

Charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including, but not limited to: (Education Code 47605)

- 1. The facilities to be used by the charter school, including where the school intends to locate

(cf. 7160 - Charter School Facilities)

- 2. The manner in which administrative services of the charter school are to be provided
- 3. Potential civil liability effects, if any, upon the charter school and district
- 4. Financial statements that include a proposed first-year operational budget, including start-up costs and cash-flow and financial projections for the first three years of operation
- 5. **If the charter school is to be operated by or as a nonprofit public benefit corporation, the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school**

CHARTER SCHOOL AUTHORIZATION (continued)**Location of Charter School**

Unless otherwise exempted by law, the charter petition shall identify a single charter school that will operate within the geographic boundaries of the district. A charter school may propose to operate at multiple sites within the district as long as each location is identified in the petition. (Education Code 47605, 47605.1)

~~A charter school that is unable to locate within the district's jurisdictional boundaries may establish one site outside district boundaries but within the county, provided that: (Education Code 47605, 47605.1)~~

- ~~1. The district is notified prior to approval of the petition.~~
- ~~2. The County Superintendent of Schools and Superintendent of Public Instruction are notified before the charter school begins operations.~~
- ~~3. The charter school has attempted to locate a single site or facility to house the entire program but such a facility or site is unavailable in the area in which the school chooses to locate, or the site is needed for temporary use during a construction or expansion project.~~

A charter school may establish ~~and locate~~ a resource center, meeting space, or other satellite facility ~~in an adjacent county~~ **within the jurisdiction of the school district where the charter school is physically located** if both of the following conditions are met: (Education Code 47605.1)

1. The facility is used exclusively for the educational support of students who are enrolled in nonclassroom-based independent study of the charter school.
2. The charter school provides its primary educational services in, and a majority of the students it serves are residents of, the county in which the school is authorized.

Regulation
 approved: September 4, 2007
 revised: December 17, 2013
 revised: October 7, 2014
 revised: March 6, 2018
 revised: November 5, 2019
 revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
 Lincoln, California

CHARTER SCHOOL OVERSIGHT

The Board of Trustees recognizes its ongoing responsibility to oversee that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)

(cf. 0500 - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact person for each charter school authorized by the Board. (Education Code 47604.32)

The Superintendent or designee shall visit each charter school at least annually and may inspect or observe any part of ~~the a~~ charter school at any time. (Education Code 47604.32, 47607)

The Superintendent or ~~designee~~ **designated charter school contact** shall attend meetings of the charter school governing body whenever possible and shall periodically meet with a representative of the charter school.

Waivers

If the charter school wishes to request a general waiver of any state law or regulation applicable to it, it shall request that the district submit a general waiver request to the State Board of Education (SBE) on its behalf. Upon approval of the Board, the Superintendent or designee shall submit such a waiver request to the SBE on behalf of the charter school.

(cf. 1431 - Waivers)

Provision of District Services

The charter school may purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services, **to a charter school**, the district and ~~the~~ charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between ~~them district and charter school~~.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The district may charge the charter school for the actual costs of the reporting services, but shall not require the charter school to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

CHARTER SCHOOL OVERSIGHT (continued)**Material Revisions to Charter**

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to ~~new charter~~ petitions **for the authorization of charter schools** as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement for charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to establish or move operations to one or more additional sites **or grade levels**, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations **or grade levels**. The Board shall consider approval of the additional locations **or grade levels** at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision of the approved charter.

Monitoring Charter School Performance

The Superintendent or designee shall monitor ~~the~~ **each** charter school **that is authorized by the district** to determine whether it complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.

The Board shall monitor ~~the~~ **each** charter school to determine whether it is achieving the measurable student outcomes set forth in the charter, both schoolwide and for each numerically significant student subgroup served by the school, as defined in Education Code 52052. This determination shall be based on the measures specified in the approved charter ~~petition~~ and any applicable memorandum of understanding, and on the charter school's annual review and assessment of its progress toward the goals and actions identified in its local control and accountability plan (LCAP), as reported in the California School Dashboard.

The Board shall monitor the fiscal condition of the charter school based on any financial **report or** information obtained from the charter school, including, but not limited to, the charter school's preliminary budget, annual update of the charter school's LCAP, first and second interim financial reports, and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33, 47606.5)

CHARTER SCHOOL OVERSIGHT (continued)

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisorial oversight of the school. However, if the ~~district~~ **charter school** is able to ~~provide~~ **obtain** substantially rent-free facilities ~~to the charter school from the district~~, the district may charge up to three percent of the charter school's revenue for actual costs of supervisorial oversight or, if the facility is provided under Education Code 47614, the pro-rata share facilities costs calculated pursuant to 5 CCR 11969.7. If the district charges the pro-rata share, it may also charge one percent of the charter school's revenue in oversight fees. **If the district is given responsibility for supervisorial oversight of a charter school that was authorized by SBE on appeal, the district is not limited to these percentages and may charge for the actual costs of supervisorial oversight and for the administrative costs necessary to secure charter school funding.** (Education Code 47613)

(cf. 7160 - Charter School Facilities)

Technical Assistance/Intervention

Whenever a charter school is identified for technical assistance based on the performance of one or more numerically significant student subgroups on SBE-established criteria, the charter school shall receive technical assistance from the County Superintendent of Schools. Such technical assistance shall be focused on building the charter school's capacity to develop and implement actions and services responsive to student and community needs, including, but not limited to, any of the following: (Education Code 45607.3)

1. **Assisting the charter school to identify its strengths and weaknesses in regard to the state priorities applicable to the charter school pursuant to Education Code 47605. This shall include working collaboratively with the charter school to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.**
2. **Working collaboratively with the charter school to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the charter school. Another service provider, including, but not limited to, a school district, county office of education, or charter school, may be solicited to act as a partner to the charter school in need of technical assistance.**

CHARTER SCHOOL OVERSIGHT (continued)

3. **Obtaining from the charter school timely documentation demonstrating that it has completed the activities described in items #1 and 2 or substantially similar activities, or has selected another service provider to work with the charter school to complete the activities described in items #1 and 2 or substantially similar activities, and ongoing communication with the Board to assess the charter school's progress in improving student outcomes.**

In addition, if, ~~if~~ in three out of four consecutive school years, a charter school fails to improve outcomes for three or more numerically significant student subgroups, or for all of the student subgroups if the school has fewer than three subgroups, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

1. Shall provide technical assistance to the charter school based on the California School Dashboard
2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074

In accordance with law, the Board may deny a charter's renewal petition or may revoke a charter based on the charter school's poor performance, especially with regards to **inadequate** the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

Complaints

Each charter school shall establish and maintain policies and processes to enable any person to file a complaint, in accordance with the uniform complaint procedures as specified in 5 CCR 4600-4670, alleging the school's noncompliance with Education Code 47606.5 or 47607.3. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

A complainant who is not satisfied with the decision may appeal the decision to the SPI. (Education Code 52075)

If the charter school finds merit in the complaint or the SPI finds merit in an appeal, a remedy shall be provided to all affected students and parents/guardians. (Education Code 52075)

CHARTER SCHOOL OVERSIGHT (continued)

School Closure

In the event that the Board revokes or denies renewal of a charter or the charter school closes for any other reason, the Superintendent or designee shall, when applicable in accordance with the charter and/or a memorandum of understanding, provide assistance to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, if renewal of the charter school is denied, the charter is revoked, or the charter school will cease operation for any reason.

Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference: (see next page)

CHARTER SCHOOL OVERSIGHT (continued)

Legal Reference:

EDUCATION CODE

215 Suicide prevention policy

215.5 ~~Suicide prevention hotline contact information on s~~Student identification cards, **inclusion of safety hotlines**

220 Nondiscrimination

221.61 Posting of Title IX information on web site

221.9 Sex equity in competitive athletics

222 Lactation accommodations for students

222.5 Pregnant and parenting students, notification of rights

231.5-231.6 Sexual harassment policy

234.4 Mandated policy on bullying prevention

234.6 Bullying and harassment prevention information

234.7 Student protections relating to immigration and citizenship status

17070.10-17079.30 Leroy F. Greene School Facilities Act

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

32282 Comprehensive safety plan

32283.5 Online training on bullying prevention

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35179.4-35179.6 Interscholastic athletic programs, safety

35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance

35330 Field trips and excursions; student fees

38080-38086 School meals

39831.3 Transportation safety plan

39843 Disciplinary action against bus driver; report to Department of Motor Vehicles

41024 Report of expenditure of state facility funds

42100 Annual statement of receipts and expenditures

44030.5 Reporting change in employment status due to alleged misconduct

44237 Criminal record summary

44691 Information on detection of child abuse

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

45125.1 Fingerprinting; employees of contracting entity

46015 Accommodations for pregnant and parenting students; parental leave

47600-47616.7 Charter Schools Act of 1992

47634.2 Nonclassroom-based instruction

47640-47647 Special education funding for charter schools

47651 Apportionment of funds, charter schools

Legal Reference continued: (see next page)

CHARTER SCHOOL OVERSIGHT (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)

48000 Minimum age of admission for kindergarten; transitional kindergarten

48010-48011 Minimum age of admission (first grade)

48206.3-48208 Students with temporary disabilities; individual instruction

48850-48859 Educational placement of foster youth and homeless students

48901.1 Suspension and expulsion, willful defiance

48907 Students' exercise of free expression; rules and regulations

48913.5 Suspended students, homework assignments

48950 Student speech and other communication

48985 Parental notification,

49005-49006.4 Seclusion and restraint

49011 Student fees

49014 Public School Fair Debt Collection Act

49061 Student records

49062.5 Student records, name or gender changes

49070 Challenging student records

49073.2 Privacy of student and parent/guardian personal information

49076.7 Student records; data privacy; Social Security numbers

49110 Authority to issue work permits

49381 Human trafficking prevention

49414 Epinephrine auto-injectors

49414.3 Administration of opioid antagonist

49428 Notification of mental health services

49430-49434 The Pupil Nutrition, health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

49475 Health and safety, concussions and head injuries

49557.5 Child Hunger Prevention and Fair Treatment Act of 2017

49564 Meals for needy students

51224.7 Mathematics placement policy

51225.1-51225.2 Exemption from local graduation requirements; acceptance of coursework

51225.6 Instruction in cardiopulmonary resuscitation

51513 Diploma of graduation, without the passage of high school exit examination

51745-51749.6 Independent study

51930-51939 California Healthy Youth Act

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plans

52075 Uniform complaint procedures

Legal Reference continued: (see next page)

CHARTER SCHOOL OVERSIGHT (continued)

Legal Reference: (continued)

EDUCATION CODE (continued)

56026 Special education

56040.3 Availability of assistive technology devices

56145-56146 Special education services in charter schools

56365-56366.12 Nonpublic, nonsectarian schools

60600-60649 Assessment of academic achievement

64000 Categorical programs included in consolidated application

64001 School plan for student achievement, consolidated application programs

65000-65001 School site councils

69432.9-69432.92 Cal Grant program; notification of grade point average and high school graduation

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

3540-3549.3 Educational Employment Relations Act

6250-6270 California Public Records Act

54950-54963 Ralph M. Brown Act

81000-91014 Political Reform Act of 1974

HEALTH AND SAFETY CODE

104420 Tobacco Use Prevention Education grant program

104559 Tobacco-free schools

LABOR CODE

1198.5 Personnel records related to performance and grievance

PENAL CODE

667.5 Definition of violent felony

1192.7 Definition of serious felony

V 16EHICLE CODE

28160 Child safety alert system

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

Article ~~19~~ **16**, Section 8.5 Public finance; school accountability report card

CODE OF REGULATIONS, TITLE 5

4600-~~4687~~ **4670** Uniform complaint procedures

11700.1-11705 Independent study

11960-11969 Charter schools

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

Legal Reference continued: (see next page)

CHARTER SCHOOL OVERSIGHT (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972; discrimination based on sex

6311 State plan

7221-7221j Charter schools

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

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California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.qualitycharters.org>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: December 17, 2013
revised: February 21, 2017
revised: November 5, 2019
revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CHARTER SCHOOL OVERSIGHT

REQUIREMENTS FOR CHARTER SCHOOLS

A charter school shall be subject to the terms of its charter; any memorandum of understanding between the school and the district Board of Trustees; the state and federal constitutions; applicable federal laws; state laws that apply to governmental agencies in general; and other legal requirements that are expressly applicable to charter schools, including, but not limited to, **the following** requirements. ~~that each charter school or the entity managing the charter school:~~

Governance

1. Comply with the Ralph M. Brown Act (Government Code 54950-54963), California Public Records Act (Government Code 6250-6270), conflict of interest laws (Government Code 1090-1099), and Political Reform Act (Government Code 81000-91014), including the adoption of a conflict of interest code pursuant to Government Code 87300 (Education Code 47604.1)
2. Except as otherwise authorized by Government Code 54954, hold the meetings of its governing body within the physical boundaries of the county in which the charter school is located or, if a nonclassroom-based charter school that does not have a facility or operates one or more resource centers, hold governing body meetings within the physical boundaries of the county in which the greatest number of students enrolled in the charter school reside. In addition, a two-way teleconference location shall be established at the school site and/or resource center, as applicable. (Education Code 47604.1)

Operations

3. Not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
4. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)

Admission/Enrollment

5. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)

CHARTER SCHOOL OVERSIGHT (continued)

7. Serve students with disabilities in the same manner as such students are served in other district schools (Education Code 47646, 56145)
8. Admit all students who wish to attend the charter school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's or parents/guardian's place of residence within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within that school's former attendance area. (Education Code 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in that public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)
 - b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)
 - c. Other admissions preferences may be permitted by the Board of Trustee of the district on an individual school basis as consistent with law. (Education Code 47605)
9. **Not discourage a student from enrolling or seeking to enroll in the charter school, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The charter school shall not request or require a student's records to be submitted before enrollment. The charter school shall post on its web site the California Department of Education's (CDE) notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Education Code 47605)**

CHARTER SCHOOL OVERSIGHT (continued)

- 9-10. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d) (Education Code 48850; 42 USC 11431-11435)
- 10-11. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)
- 11-12. Allow a student who is enrolled in the charter school but receiving individual instruction at home or a hospital due to a temporary disability to return to the charter school when well enough to do so, provided the student returns during the school year in which the individual instruction was initiated (Education Code 48207.3)

Nondiscrimination

- 12-13. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
- 13-14. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the charter school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code 234.7
- 14-15. Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61)
- 15-16. If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)
- 16-17. Provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The charter school shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Education Code 222, 222.5, 46015)

CHARTER SCHOOL OVERSIGHT (continued)

- ~~17-18.~~ If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

Tuition and Fees

- ~~18-19.~~ Not charge tuition (Education Code 47605)
- ~~19-20.~~ Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
- ~~20-21.~~ Not bill, nor take any negative action against, a student or former student for a debt owed to the charter school. The school shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Education Code 49014)

School Plans

- ~~21-22.~~ Adopt a local control and accountability plan (LCAP) and update the plan by July 1 each , **after holding a public hearing, consulting in consultation** with specified stakeholders, and using the template adopted by the State Board of Education (SBE). ~~To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.~~ As part of the LCAP adoption and annual update to the LCAP, the governing body of the charter school shall separately adopt a local control funding formula budget overview for parents/guardians, based on the template developed by the SBE, ~~which includes specified information relating to the school's budget.~~ (Education Code 47604.33, 47606.5, 52064, 52064.1)
- ~~22-23.~~ If the charter school applies for federal and/or state categorical program funding through the state's consolidated application, establish a school site council to develop and annually review a school plan for student achievement, unless the school chooses to use its LCAP for this purpose (Education Code 64000-64001, 65000-65001)
- ~~23-24.~~ Develop a comprehensive safety plan in accordance with Education Code 32282 and review and update the plan by March 1 each year (Education Code 47605)
- ~~24-25.~~ Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, ensure that each

CHARTER SCHOOL OVERSIGHT (continued)

school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Education Code 39831.3; Vehicle Code 28160)

Curriculum and Instruction

- ~~25-26.~~ Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)
- ~~26-27.~~ If the charter school offers a kindergarten program, also offer a transitional kindergarten program to students whose fifth birthday is from September 2 through December 2 (Education Code 48000)
- ~~27-28.~~ If the charter school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy, with specified components (Education Code 51224.7)
- ~~28-29.~~ If the charter school serves students in any of grades 7-12, provide comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education at least once in junior high or middle school and once in high school, ~~beginning in the 2019-2020 school year~~ (Education Code 51931, 51934)
- ~~29-30.~~ If the charter school serves students in any of grades 6-12, identify and implement methods of informing parents/guardians of human trafficking prevention resources ~~by January 1, 2020~~ (Education Code 49381)
- ~~30-31.~~ If the charter school provides independent study, meet the requirements of Education Code 51745-51749.6, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)
- 32. Accept and provide full or partial credit for coursework satisfactorily completed by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a student participating in a newcomer program while attending another school (Education Code 51225.2)**
- ~~31-33.~~ Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605, 47612.5, 60605)

CHARTER SCHOOL OVERSIGHT (continued)**Special Education**

- 34. **Provide assistive technology devices in a student's home or other settings if the individualized education program team determines that such access is necessary. The charter school shall also provide an assistive technology device or comparable device to a student who enrolls in another local educational agency, for two months after the student leaves the charter school or until alternative arrangements can be made, whichever occurs first. (Education Code 56040.3)**
- 35. **If the charter school is an independent member of a special education local plan area and has a master contract with a nonpublic, nonsectarian school:**
 - a. **Pay the full amount of the tuition or fees for students with disabilities enrolled in programs or services provided pursuant to that contract (Education Code 56365)**
 - b. **Conduct at least one onsite visit to the nonpublic, nonsectarian school prior to a student's placement and at least once each school year (Education Code 56366.1)**

High School Graduation

- ~~32.~~36. **Exempt a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers between schools after the second year of high school, or a student participating in a newcomer program for newly immigrant students in grades 11-12, from any of the charter school's graduation requirements established by the charter school that exceed state requirements, unless the charter school determines that the student is reasonably able to complete the requirements by the end of the fourth year of high school (Education Code 51225.1, 51225.2)**
- ~~33.~~37. **Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination (Education Code 51413)**
- ~~34.~~ **Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)**

CHARTER SCHOOL OVERSIGHT (continued)

Student Expression

- 34.38. Allow a student to wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies, unless the charter school determines that an item is likely to cause a substantial disruption of, or material interference with, the ceremony (Education Code 35183.1)**
- 35.39. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)**

Staffing

- 36.40. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) ~~equivalent to that which a teacher in other public schools would be required to hold~~ as required for the teacher's certificated assignment. Teachers employed by the charter school during the 2019-20 school year shall have until July 1, 2025 to obtain the required certificate required. (Education Code 47605, 47605.4)**
- 37.41. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the charter school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)**
- 38.42. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)**
- 39.43. If the charter school chooses to make the state teachers' retirement plan available to its employees, meet Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)**
- 40.44. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)**

CHARTER SCHOOL OVERSIGHT (continued)**Parent/Guardian Involvement**

- ~~41.~~**45.** On a regular basis, consult with parents/guardians and teachers regarding the charter school's educational programs (Education Code 47605)
- ~~42.~~**46.** Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code 47605)
- 47.** If 15 percent or more of the students at the charter school speak a single primary language other than English, provide all notices, reports, statements, or records sent to parents/guardians in English and in the primary language (Education Code 48985)

Nutrition

- ~~43.~~**48.** ~~Beginning with the 2019-2020 school year, p~~Provide each eligible student with one nutritionally adequate free or reduced-price meal during each school day, except as provided for a charter school that offers nonclassroom-based instruction (Education Code 47613.5)
- ~~44.~~**49.** If the charter school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code 49431.9)
- ~~45.~~**50.** If the charter school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; **not take any action directed at a student to collect unpaid school meal fees**; ensure that a student with unpaid school meal fees is not **denied a meal of the student's choice**, shamed, or treated differently, ~~or served a meal that differs from other students~~; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal (Education Code 49557.5)
- ~~46.~~**51.** If the charter school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch and/or breakfast free of charge to all students under a federal universal service provision (Education Code 49564)

CHARTER SCHOOL OVERSIGHT (continued)**Student Health**

- ~~47.52.~~ If the charter school serves students in grades 7-12, ~~a~~Adopt a policy on suicide prevention, intervention, and postvention **for grades 7-12, and an age-appropriate policy for grades K-6, and** with specified components, review the policy at least every five years, and, if the school issues student identification cards, print the telephone number of the National Suicide Prevention Lifeline on those cards (Education Code 215, ~~215.5~~)
- 53. If the charter school serves grades 7-12 and issues student identification cards, print the telephone numbers of the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on the identification cards (Education Code 215.5)**
- ~~48.54.~~ Notify students and parents/guardians at least twice during the school year on how to initiate access to available student mental health services on campus or in the community (Education Code 49428)
- ~~49.55.~~ Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the charter school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)
- ~~50.56.~~ If the charter school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code 33479-33479.5, 49475)
- ~~51.57.~~ If the charter school offers an interscholastic athletic program, develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire at least one automated external defibrillator (AED) for the school, and make the AED available at on-campus athletic activities or events (Education Code 35179.4, 35179.6)
- ~~52.58.~~ Provide school nurses or other voluntary, trained personnel with emergency epinephrine auto-injectors of the type required pursuant to Education Code 49414 (Education Code 49414)

CHARTER SCHOOL OVERSIGHT (continued)

- ~~53.~~**59.** If the charter school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

Student Conduct/Discipline

- ~~54.~~**60.** Adopt a policy on bullying and cyberbullying prevention by ~~December 31, 2019~~, **post specified information on bullying and harassment prevention**, and annually make CDE's online training module on bullying prevention available to school site certificated employees and other employees who have regular interaction with students (Education Code 234.4, **234.6**, 32283.5)
- 61.** **Adopt and display a written policy on sexual harassment, include the policy as part of any orientation for new and continuing students, and post a poster notifying students of the policy (Education Code 231.5, 231.6)**
- ~~55.~~**62.** Prohibit seclusion and behavioral restraint of students as a means of discipline, and only use such methods to control student behavior that poses a clear and present danger of serious physical harm to a student or others that cannot be immediately prevented by a less restrictive response (Education Code 49005-49006.4)
- 63.** **Neither recommend for expulsion a student in grades K-12 nor suspend a student in grades K-8 for disrupting school activities or otherwise willfully defying the authority of school personnel in the performance of their duties (Education Code 48901.1)**
- 64.** **Upon request, provide a student who is suspended for two or more days with the homework assigned during the period of suspension (Education Code 48913.5)**

Student and Parent/Guardian Records

- ~~56.~~**65.** Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code 49076.7)
- ~~57.~~**66.** Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined, in the minutes of a meeting of the governing body (Education Code 49073.2)

CHARTER SCHOOL OVERSIGHT (continued)

- ~~58~~**67.** If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)
- ~~59~~**68.** If the charter school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)
- 69.** Upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 49070, update and reissue a former student's records to include the student's updated legal name or gender (Education Code 49062.5, 49070)

Facilities

- ~~60~~**70.** Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)
- a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
 - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

Finance

- ~~61~~**71.** Promptly respond to all reasonable inquiries from the district, the county office of education, or the Superintendent of Public Instruction (SPI), including, but not limited to, inquiries regarding the charter school's financial records (Education Code 47604.3)

CHARTER SCHOOL OVERSIGHT (continued)

- ~~62.~~**72.** Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
- ~~63.~~**73.** Identify and report to the SPI any portion of the charter school's average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)
- ~~64.~~**74.** Annually prepare and submit financial reports to the district Board of Trustee and the County Superintendent of Schools in accordance with the following reporting cycle:
- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
 - b. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
 - c. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
 - d. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)
 - e. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and CDE. (Education Code 47605)
- ~~65.~~**75.** If the charter school receives state facilities funding pursuant to the Leroy F. Greene School Facilities Act (Education Code 17070.10-17079.30), annually report a detailed list of all expenditures of state funds and of the school's matching funds for completed projects, and submit an audit of completed facilities projects within one year of project completion (Education Code 41024)

CHARTER SCHOOL OVERSIGHT (continued)

Accountability

- ~~66.~~**76.** Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

Exhibit
adopted: December 17, 2013
revised: January 19, 2016
revised: November 15, 2016
revised: October 3, 2017
revised: August 7, 2018
revised: November 5, 2019
revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CHARTER SCHOOL RENEWAL

The Board of Trustees believes that the ongoing operation of a charter school established within the district should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition in a thorough and timely manner. The Board itself or by the State Board of Education on appeal after initial denial by the Board.

(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.43 - Charter School Revocation)
(cf. 0500 - Accountability)

~~No charter school that submits a~~ **The Board shall deny the** renewal petition ~~on or after July 1, 2019 shall be of any charter school~~ operated as; or be operated by; a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

When a charter school, concurrently with its renewal petition, proposes to expand operations to one or more additional sites or grade levels, the charter school shall request a material revision to its charter. The material revision may be made only with the approval of the Board and in accordance with the standards and criteria in Education Code 47605 for material revisions. (Education Code 47607)

The Board recommends that a ~~A charter school seeking renewal of its charter is encouraged to~~ submit a petition for renewal to the Board sufficiently early before the expiration of the term of the charter to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

~~The signature requirement applicable to new charter petitions shall not be applicable to petitions for renewal. (5 CCR 11966.4)~~

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. ~~The petition also shall include documentation that the charter school meets at least one of the criteria for academic performance specified in Education Code 47607(b). (Education Code 47607; 5 CCR 11966.4)~~

Criteria for Granting or Denying Renewal

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. However, a charter renewal shall not be denied based on the fiscal impact of the charter school on the district or a finding

CHARTER SCHOOL RENEWAL (continued)

that the charter school is unlikely to serve the interests of the entire community in which the school is located, as described in Education Code 47605. (Education Code 47607)

The signature requirement for charter authorization petitions is not applicable to petitions for renewal. (Education Code 47607)

In determining whether to grant a charter renewal, the Board shall review both schoolwide performance and the performance of numerically significant student subgroups on the state and local indicators included in the California School Dashboard, giving greater weight to performance on measurements of academic performance. If the Dashboard indicators are not yet available for the most recently completed academic year before renewal, the Board shall consider verifiable data provided by the charter school related to the Dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year. (Education Code 47607)

Following the Board's review, a renewal of the charter petition may be granted in accordance with a three-tiered system based on school performance, as follows:

1. Renewal of Five to Seven Years

A renewal shall be granted for a period of five to seven years to a charter school that is not eligible for technical assistance pursuant to Education Code 47607.3 and that, for two consecutive years immediately preceding the renewal, achieved either of the following: (Education Code 47607)

- a. Received the two highest performance levels schoolwide on all the state indicators included in the Dashboard for which the charter school receives performance levels**
- b. For all measurements of academic performance, received performance levels schoolwide that are the same or higher than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average**

2. Renewal of Five Years

CHARTER SCHOOL RENEWAL (continued)

- a. **A renewal shall be granted for five years if clear and convincing evidence, demonstrated by verified data, shows either of the following: (Education Code 47607.2)**
 - (1) **Measurable increases in academic achievement, as defined by at least one year's progress for each year in school**
 - (2) **Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers**
- b. **For any such charter school, the Board may deny the renewal petition upon making written factual findings that the charter school failed to meet or make sufficient progress toward meeting standards that provide a benefit to students at the school, that the closure of the charter school is in the best interest of students, and that the Board's decision provided greater weight to performance on measurements of academic performance. (Education Code 47607.2)**

3. Denial with Option for Two-Year Renewal

- a. **The Board shall generally not renew a charter if, for two consecutive years immediately preceding the renewal decision, either of the following applies: (Education Code 47607.2)**
 - (1) **The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the Dashboard for which it receives performance levels.**
 - (2) **For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of numerically significant student subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.**
- b. **However, the Board may grant a two-year renewal to any such charter school if the Board makes written factual findings, setting forth specific facts to support the findings, that:**

CHARTER SCHOOL RENEWAL (continued)

- (1) The charter school is taking meaningful steps to address the underlying cause(s) of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.**
- (2) There is clear and convincing evidence, demonstrated by verified data, showing achievement of the criteria specified in item #2a above**

In addition to all the grounds stated above for denial of a charter, the Board may deny renewal of a charter upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors or a finding that the school is not serving all students who wish to attend. When denying a charter renewal for either of these reasons, the Board shall provide the charter school at least 30 days' notice of the alleged violation and a reasonable opportunity to cure the violation, including the submission of a proposed corrective action plan. The renewal shall be denied if the Board finds either that the corrective action proposed by the charter school has been unsuccessful or that the violations are sufficiently severe and pervasive as to render a corrective action plan unviable. Any finding that a school is not serving all students who wish to attend shall specifically identify the evidence supporting the finding. (Education Code 47607)

A charter school that is eligible for the state's Dashboard Alternative School Status shall not be subject to any of the above criteria. Instead, in determining whether to grant a charter renewal for such a charter school, the Board shall consider, in addition to the charter school's performance on the state and local indicators included in the Dashboard, the charter school's performance on alternative metrics applicable to the charter school based on the student population served. The Board shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The Board may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of students. (Education Code 47607)

CHARTER SCHOOL RENEWAL (continued)

Timelines for Board Action

~~The Board shall not grant a renewal until at least 30 days after the charter school submits such documentation of its academic performance. (Education Code 47607)~~

Within ~~30~~ **60** days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input. **A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)**

~~Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, tThe Board shall either grant or deny the request to renew the charter. charter renewal within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board (Education Code 47607 47605; 5 CCR 11966.4)~~

At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition. During the public hearing, petitioners shall have equal time and opportunity to present evidence and testimony to respond to the staff recommendations and findings. (Education Code 47605)

If the Board fails to make a written factual finding when required for denial of the petition pursuant to items #1-5 in the section "Criteria for Granting or Denying Renewal" above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

The Superintendent or designee shall provide notification to the California Department of Education CDE, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. (Education Code 47605, 47607.5)

School Closure

If a charter is not renewed and the charter school ceases operation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

CHARTER SCHOOL RENEWAL (continued)**~~Criteria for Granting or Denying Renewal~~**

~~Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. When considering a petition for renewal, the Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; 5 CCR 11966.4)~~

~~Each renewal shall be for a period of five years. (Education Code 47607)~~

~~The Board shall not deny a renewal petition unless it makes a written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4)~~

- ~~1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.~~
- ~~2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.~~
- ~~3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).~~
- ~~4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).~~
- ~~5. The charter school has failed to meet at least one of the following criteria of academic performance:~~
 - ~~a. Increases in academic achievement for all groups of students schoolwide and among numerically significant student subgroups, as determined using measures identified pursuant to Education Code 52052~~
 - ~~b. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school~~

CHARTER SCHOOL RENEWAL (continued)

~~Such performance shall be determined based on a review of documented clear and convincing data; student achievement data from assessments, including, but not limited to, state academic achievement tests, for demographically similar student populations in comparison schools; and information submitted by the charter school. The Board shall not grant a renewal until at least 30 days after the submission of any such documentation by the charter school. The Superintendent or designee shall submit to the Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for the Board's determination.~~

~~(cf. 6162.51—State Academic Achievement Tests)~~

- e. ~~Qualification for the state's alternative accountability system for schools that serve high-risk students~~

~~If the Board fails to make a written factual finding pursuant to items #1-5 above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)~~

~~The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)~~

~~If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. If the County Board then fails to deny or grant the petition within 60 days of receiving the petition, or within 90 days if extended by written mutual agreement of the charter school and the County Board, the charter school may submit the petition to the State Board of Education.~~

Legal Reference: see next page

CHARTER SCHOOL RENEWAL (continued)

Legal Reference:

EDUCATION CODE

47600-47616.7 *Charter Schools Act of 1992*

52052 *Alternative accountability system*

56145-56146 *Special education services in charter schools*

60600-60649 *Assessment of academic achievement*

CODE OF REGULATIONS, TITLE 5

11960-11969 *Charter schools*

UNITED STATES CODE, TITLE 20

7223-7225 *Charter schools*

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Guide for Governance Teams, rev. 2016

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: October 7, 2014
revised: January 15, 2019
revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT
Lincoln, California

CHARTER SCHOOL REVOCATION

The ~~Governing Board of Trustees~~ expects any charter school authorized ~~by the Board~~ to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter. **The Board may revoke a charter in accordance with law.**

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 0420.42 - Charter School Renewal)

(cf. 0500 - Accountability)

~~The procedures specified above shall not be applicable when~~ When the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students, ~~In such circumstances, the Board may immediately revoke the school's charter.~~ **When such a determination is made, the Board shall approve and deliver by approving and delivering to the charter school's governing body, the County Board of Education, and the California Department of Education (CDE) a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE.** (Education Code 47607; 5 CCR 11968.5.3)

In all other circumstances, The Board may revoke a charter after providing due process and using the procedures described below. The Board may revoke a charter ~~before the date it is due to expire whenever the Board~~ if it makes a written factual finding, **specific to the charter school and** supported by substantial evidence; that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any ~~provision of law~~

The Board shall also consider ~~revocation of a charter whenever~~ **revoking the charter of any charter school for which** the California Collaborative for Educational Excellence (CCEE); ~~after providing has provided~~ advice and assistance to the charter school pursuant to Education Code 47607.3, ~~submits to the Board if CCEE has issued~~ either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE

CHARTER SCHOOL REVOCATION (continued)

2. That the inadequate performance of the charter school, as based on ~~an evaluation rubric adopted by the State Board of Education (SBE)~~ **the California School Dashboard**, is so persistent or acute as to require revocation of the charter

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, ~~as the most important factor.~~ (Education Code 47607, 47607.3)

Revocation Procedures

~~At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)~~

~~(cf. 9320 - Meetings and Notices)~~

If the Board ~~takes action to issue a Notice of Violation~~ **is considering a revocation of a charter school, it shall take action to approve and** ~~it shall~~ deliver ~~the~~ a Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that the violation(s) are both material and uncured and that the alleged violation(s) occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

(cf. 9320 - Meetings and Notices)

CHARTER SCHOOL REVOCATION (continued)

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including, **as applicable, a the refutation, remedial action taken, or proposed remedial action.** (5 CCR 11968.5.2)

~~Within 60 calendar days of~~ **At the conclusion of the remedy period specified in the Notice of Violation,** the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body
2. ~~If there is substantial evidence that the charter school has failed to remedy or refute to the Board's satisfaction a violation identified in the Notice of Violation,~~ eContinue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body **within 60 calendar days of the conclusion of the remedy period, if there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction. All evidence relied upon by the Board for the decision shall be included in the Notice of Intent to Revoke.**

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision ~~to revoke or decline to revoke~~ **on the revocation of the charter.** (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to ~~the California Department of Education (CDE) and the County Board of Education.~~ (Education Code 47604.32; 5 CCR 11968.5.2)

Severe and Imminent Threat

~~The procedures specified above shall not be applicable when the Board determines that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's~~

CHARTER SCHOOL REVOCATION (continued)

~~charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)~~

Appeals

~~In the event that~~ **If** the Board revokes the charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. **The County Board's decision may subsequently be appealed to the State Board of Education by either** ~~Either~~ the charter school or the district ~~may subsequently appeal the County Board's decision to the SBE.~~ However, a revocation based upon the findings of the CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607; 5 CCR 11968.5.3-11968.5.5)

School Closure

If a charter school ceases operation due to revocation, the Board and/or the charter school shall implement the school closure procedures specified in the charter in accordance with Education Code 47605 and 5 CCR 11962. (Education Code 47603.32)

*Legal Reference:*EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant student subgroups; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2013) 57 Cal.4th 197

*Management Resources:*CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2012

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: October 7, 2014

revised: April 21, 2015

revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln, California

PARCEL TAXES

The Governing Board recognizes its obligation to provide a high-quality educational program within safe facilities and secure campuses, and that additional funds are at times necessary to fulfill this responsibility. The Board may consider appropriate methods of financing and, when it is in the best interest of the district, may order the placement of a parcel tax on the ballot for approval by the voters.

(cf. 3100 - Budget)

(cf. 3470 - Debt Issuance and Management)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

(cf. 7214 - General Obligation Bonds)

The Board shall hold a noticed public hearing prior to approving a resolution for the adoption of a parcel tax. The resolution shall be approved by a two-thirds vote of the Board in order to be placed on the ballot. The resolution shall include the type and rate of the tax to be levied, the method of collection, and the date upon which an election shall be held to approve the levy of the tax. (Government Code 50077, 53724)

(cf. 9320 - Meetings and Notices)

(cf. 9323.2 - Actions by the Board)

The parcel tax shall apply uniformly to all taxpayers or all real property within the district, except that unimproved property may be taxed at a lower rate than improved property. (Government Code 50079)

The Board shall consult with legal counsel to ensure compliance with all requirements of law, including its determination of the appropriate amount of the proposed parcel tax and whether exemptions from the tax will be granted.

Any parcel tax to be proposed for voter approval shall provide for accountability measures, including, but not limited to, a statement indicating the specific purposes of the special tax and that the proceeds of the tax shall be used only for the specific purposes identified, creation of a separate account into which the proceeds shall be deposited, and annual reporting pursuant to Government Code 50075.3. (Government Code 50075.1)

No district funds, services, supplies, or equipment shall be used to support or defeat a parcel tax ballot measure. The Superintendent or designee may use district resources to provide students, parents/guardians, and community members with fair and impartial information related to a parcel tax ballot measure, including information about the impact of the parcel tax on the district. (Education Code 7054)

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Upon approval of the tax by two-thirds of the votes, the district may levy the tax or contract with the county to collect the tax on the district's behalf. (Government Code 50077)

PARCEL TAXES (continued)

Exemptions

The Board may grant an exemption from the parcel tax for any or all of the following: (Government Code 50079)

1. Persons who are 65 years of age or older
2. Persons receiving Supplemental Security Income for a disability, regardless of age
3. Persons receiving Social Security Disability Insurance benefits, regardless of age, whose yearly income does not exceed 250 percent of the 2012 federal poverty guideline issued by the U.S. Department of Health and Human Services

Any exemption granted by the Board shall remain in effect until the taxpayer becomes ineligible. If the taxpayer becomes ineligible for the exemption for any reason, a new exemption may be granted in the same manner. (Government Code 50079)

If the district provides for an exemption from the parcel tax and contracts or enters into an agreement with the county to collect such tax, the district shall annually provide to the tax collector a phone number where requests for exemption information may be directed and the link, if available, to the location on the district's web site that contains exemption information and the application for exemption. (Government Code 50079)

Legal Reference: (see next page)

PARCEL TAXES (continued)

Legal Reference:

EDUCATION CODE

7054 *Prohibition against use of district property for campaigning; informational only*

ELECTIONS CODE

324 *General election, definition*

328 *Local election, definition*

341 *Primary election, definition*

348 *Regular election, definition*

356 *Special election, definition*

357 *Statewide election, definition*

1302 *Local election to select governing board members*

15372 *Elections official certificate statement of election results*

GOVERNMENT CODE

50075-50077.5 *Voter-approved special taxes*

50079 *Qualified special taxes of school district*

53724 *Board resolution for special tax*

54952 *Definition of legislative body, Brown Act*

REVENUE AND TAXATION CODE

2611.6 *County tax bill special tax information*

CALIFORNIA CONSTITUTION

Article 13A *Taxation*

COURT DECISIONS

Borikas v. Alameda Unified School District (2013) 214 Cal.App.4th 135

Management Resources:

CSBA PUBLICATIONS

The Impact of Pension Cost Increases on California Schools, January 2018

Behind the Numbers: The Cold, Hard Facts of California Public School Funding, January 2018

California Education Funding: Students Deserve Better, Fact Sheet, August 2017

California's Challenge: Adequately Funding Education in the 21st Century, December 2015

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITES

CSBA: <http://www.csba.org>

U.S. Department of Health and Human Services: <https://www.hhs.gov>

FOOD SERVICE OPERATIONS/CAFETERIA FUND

The Board of Trustees intends that, school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 – Budget)

(cf. 3300 – Expenditures and Purchases)

(cf. 3311 – Bids)

(cf. 3550 – Food Service/Child Nutrition Program)

(cf. 3552) – Summer Meal Program)

(cf. 5030 – Student Wellness)

The Superintendent or designee shall ensure that food service director(s) possess the qualifications required by 7 CFR 210.30 and California Department of Education (CDE) standards.

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the CDE. (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. Students who are enrolled in the free or reduced-price meal programs shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with BP/AR 3553 – Free and Reduced Price Meals, 2 CFR 200.426, and any applicable CDE

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public pursuant to Education Code 49557.5.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees or a student who is enrolled in the free or reduced-price meal program is not overtly identified, by the use of special tokens, tickets, or other means and is not shamed, treated differently, or ~~served a meal that differs from the meal served to other students~~ **denied a meal of the student's choice.** (Education Code 49557, 49557.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries and benefits of food service employees shall be paid from the general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 – Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Providers

With Board approval, the district may enter into a contract for food service consulting services or food service management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 – Consultants)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**Procurement of Foods, Equipment and Supplies**

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonably **available** quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the **use of the** exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements ~~related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.~~

(cf. 3555 - Nutrition Program Compliance)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)*Legal Reference:*EDUCATION CODE

38080-38086.1 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49550- 49564.5 Meals for needy students, especially:

49550.5 Universal breakfast

49554 Contract for services

49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

PUBLIC CONTRACT CODE

2000-2002 Responsive bidders

20111 Contracts

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769 School lunch programs

1771-1794 **1793** Child nutrition, including;

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.317-200.326 Procurement standards

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7210.1-~~210.31~~ **210.33** National School Lunch Program220.1-~~220.21~~ **220.22** National School Breakfast Program**245.8 Nondiscrimination practices for students eligible for free and reduced price meals and free milk**

250.1-250.70 USDA foods

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSCalifornia School Accounting ManualFood Distribution Program Administrative Manual***Paid Lunch Equity Requirement and Calculation Tool-Updated Guidance for School Year 2019-20, NSD Management Bulletin, SNP-11-2019, May 2019****Professional Standards in the SNP and New Hiring Flexibility, NSD Management Bulletin, SNP-10-2019, April 2019*~~*Paid Lunch Equity Requirement and Calculation Tool, NSD Management Bulletin, SNP-12-2018, May 2018*~~*Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, and Additional Guidance on the Handling of Unpaid Meal Charges, NSD Management Bulletin, SNP-03-2018, February 2018**Management Resources: (see next page)*

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Management Resources: (continued)

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

~~Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, and Additional Guidance on the Handling of Unpaid Meal Charges, NSD Management Bulletin, SNP-03-2018, February 2018~~

Senate Bill 250: Child Hunger Prevention and Fair Treatment Act of 2017 and USDA Meal Charge Policy Requirements, NSD Management Bulletin, SNP-05-2018, January 2018

Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, Management Bulletin, SNP-03-2017, April 2017

Procuring and Monitoring of Food Service Management Contracts, NSD Management Bulletin, SNP-13-2015, January 2015

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

~~FAQs About School Meals~~ - **FAQs**

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 38-2017, June 2017

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, SP 29-2017, May 2017

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016

Unpaid Meal: Local Meal Charge Policies, SP 46-2016, July 2016

Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

WEB SITES

California Department of Education, Nutrition Services Division; <http://www.cde.ca.gov/Is/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy

adopted: September 4, 2007

revised: June 4, 2013

revised: April 21, 2015

revised: August 15, 2017

revised: June 5, 2018

revised: February 18, 2020

revised: May 5, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Lincoln, California

FOOD SERVICE OPERATIONS/CAFETERIA FUND**Payments for Meals**

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports a tickets as lost or stolen.

However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, and shall open a new account as appropriate for a student whose account appears to have been misused.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)

Students who have unpaid meal charges shall be served a meal of their choice throughout the school year regardless of the level of debt incurred by the household. Such students shall not be overtly identified by the use of special tokens, tickets, or other means and shall not be shamed, treated differently, or denied a meal of their choice. (Education Code 49557, 49557.5)

No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. If the district is not able to directly certify the student, the notice to the parent/guardian shall include a paper copy of, or an electronic link to, an application for free or reduced-price meals and the Superintendent or designee shall contact the parent/guardian to encourage submission of the application. (Education Code 49557.5)

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (Education Code 49557.5)

The Superintendent or designee may enter into a repayment plan with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

~~The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

To minimize waste and reduce food insecurity, the district may provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

(cf. 3510 - Green School Operations)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce **that complies with Health and Safety Code 113992**, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. ~~The income and expenditures of any cafeteria revolving account established by the Board of Trustees shall be recorded as income and expenditures of the cafeteria fund.~~ (Education Code 38090, 38093)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

With CDE approval, the district may use cafeteria funds to supplement the provision of universal breakfast. On or before July 1 of each year, the district shall submit to CDE a Board-signed application certifying that breakfast will be provided to all students at no charge and that any cost above the amount provided in federal reimbursement will be covered by the district with nonfederal funds. (Education Code 49550.5)

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose of and basis for the expenditure. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate as approved by CDE or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (7 CFR 210.14, 220.7)

U.S. Department of Agriculture Foods

The district shall provide facilities for the storage and control of foods received through the U.S. Department of Agriculture (USDA) that protect against theft, spoilage, damage, or other loss. Such storage facilities shall maintain donated foods in sanitary conditions, at the proper temperature and humidity, and with adequate air circulation. The district shall comply with all federal, state, or local requirements related to food safety and health and procedures for responding to a food recall, as applicable, and shall obtain all required health inspections. (7 CFR 250.14)

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfast or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**Contracts with Outside Services**

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services ~~only~~, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

Regulation

approved: September 4, 2007

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WESTERN PLACER UNIFIED SCHOOL DISTRICT

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