



First Street School

1400 First Street • Lincoln, CA 95648 • (916)645-6330 • 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

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District Administration

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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"> o K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) o 4 – 6 WPUUSD 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 of wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

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