

Executive Summary School Accountability Report Card, 2010–11

For Sheridan

Address:	4730 H Street, Sheridan, CA 95681	Phone:	(530) 633-2591
Principal:	Kris Knutson, Principal	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Welcome to Sheridan Elementary School, where we have made great progress toward enriching student learning through real world experiences in a truly twenty-first century setting. Sheridan School opened its doors in 1864 and from that time to the present, it has served as the focal point of the small, country town for the students and their parents. Sheridan Elementary School is a public school, located in the Western Placer Unified School District between Lincoln and Wheatland.

Student Enrollment

Group	Enrollment
Number of students	84
Black or African American	1.2%
American Indian or Alaska Native	2.4%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	44.0%
Native Hawaiian or Pacific Islander	0.0%

White	52.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	66.7%
English Learners	26.2%
Students with Disabilities	7.1%

Teachers

Indicator	Teachers
Teachers with full credential	3
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	27
Mathematics	32
Science	9
History-Social Science	

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	809
Statewide Rank (from 2010 Base API Report)	5

Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2011–12 Program Improvement Status (PI Year)	N/A

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

The campus and grounds are clean and in fairly good repair.

Repairs Needed

The multipurpose/kitchen roof is in need of repair. The swamp cooler that serves Food Services needs to be replaced.

Corrective Actions Taken or Planned

Pending availability of funds, the swamp cooler will be replaced, the roof repaired

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,857
District	\$6,361
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

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.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Sheridan	District Name	Western Placer Unified
Street	4730 H Street	Phone Number	(916) 645-6350
City, State, Zip	Sheridan, CA, 95681-0268	Web Site	www.wpusd.k12.ca.us
Phone Number	(530) 633-2591	Superintendent	Scott Leaman
Principal	Kris Knutson, Principal	E-mail Address	sleaman@wpusd.k12.ca.us
E-mail Address	kknutson@wpusd.k12.ca.us	CDS Code	31669516031363

School Description and Mission Statement (School Year 2010–11)

Description:

Sheridan Elementary School serves kindergarten through fifth grade students and is located in the Western Placer Unified School District between Lincoln and Wheatland in the western region of Placer County. The students are housed on the campus in multi-graded classrooms with a population of 90 students. The ethnic makeup is as follows: Caucasian 62%, Hispanic 35%, Asian 1%, American Indian 1 % and Pacific Islander 1%. We have a First Five grant funded parent participation preschool on site, as well as a state

and federally funded Head-Start preschool facility on the school site. Both programs are 100% enrolled with waiting lists for each. Efforts are made to ensure that the transition from pre-school to kindergarten is a smooth and enjoyable experience. The Principal is Kris Knutson. Scott Leaman is the Western Placer Unified School District Superintendent.

Through class size reduction, class sizes of twenty or less have been implemented in first, second, and third grades for the entire day. Kindergarten has a student to kindergarten staff ratio of less than twenty for half of the instructional day. Combination classes are in place. We have a first/second; a second/ third; and a fourth/fifth configuration.

Mission:

Parents and staff work together to provide quality in education for the students. Five important values indicate the level of commitment to growth and excellence – Sense of Responsibility; Moral and Ethical Behavior; Literacy; Healthy Life Style; and Critical Thinking. Here at Sheridan Elementary School, we foster the belief that everyone has the ability to achieve and we adhere to a learning model of response to intervention to ensure that this occurs.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: Positive Action, evacuation drills; monthly fire drills and emergency shut-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 staff. More than 60 students attend the after-school program. This program provides students with opportunities to work on homework, art, crafts, and recreation. Our school safety plan is in place, as well as, our district crises plan. They work together to encompass the safety of all of our students, staff, parents and community.

Opportunities for Parental Involvement (School Year 2010–11)

We foster a strong belief that parents play a major role in our school community. Opportunities for involvement include: parent-teacher club; site based leadership team; classroom volunteers; field trip volunteers; and fundraisers. We welcome volunteers on our campus!

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	15	Grade 8	0
Grade 1	18	Ungraded Elementary	0
Grade 2	10	Grade 9	0
Grade 3	11	Grade 10	0

Grade 4	17	Grade 11	0
Grade 5	13	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	84

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.2%
American Indian or Alaska Native	2.4%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	44.0%
Native Hawaiian or Pacific Islander	0.0%
White	52.4%
Two or More Races	0.0%
Socioeconomically Disadvantaged	66.7%
English Learners	26.2%
Students with Disabilities	7.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	1	0	0	22	1	0	0	16	1	0	0
1	14	1	0	0	21	1	0	0	19	1	0	0
2	12	1	0	0	11	1	0	0	10	1	0	0

3	13	1	0	0	10	1	0	0	11	1	0	0
4	13	1	0	0	13	1	0	0	20	1	0	0
5	13	1	0	0	12	1	0	0	14	1	0	0
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

District Crisis Response Support Team Plan

Western Placer Unified School District

Sheridan Elementary School
Safety Plan

EMERGENCY SCHOOL RELEASE PROCEDURES - NON LIFE THREATENING

In the event of an event that requires the dismissal of students before the end of the regular school day, the following procedures will be followed:

Administration will:

1. Contact the district office
2. Notify all classrooms
3. Direct designated staff to begin calling parents
4. Notify students as to how they will go home
5. Advise all incoming families to pick up students directly from the classrooms

Support staff (or anyone without a classroom) will:

1. Begin contacting families
 - List of family names will be given to callers with the absentee list of the day (Jill Miles will contact Spanish Speakers)
 - A. Caller #1 uses telephone in the rear of the office building (by mail boxes)
 - B. Caller #2 phone in small room across from Principal's office
 - C. Caller #3 uses telephone in Secretary's office
 - D. Caller #4 uses telephone in Principal's office
 - Help with parent passes to classroom
 - When calling is completed, callers go to classroom and announce to students and teachers how each student is to go home
 - Callers return to office to coordinate all information
 - Students who walk home will meet siblings in the multi, check out with secretary, then leave the campus
 - Parents who pick up students must check in through the office before students will be released
 - Contact with the bus and van will be made immediately when the decision is made to close school
 - Callers list will include:
 - a. All of the children in a family
 - b. Teacher and room number
 - c. Whether the student is a walker, rides a bus or a van
 - d. At least two phone numbers
 - e. Space for comments
2. Direct students as they exit school
3. Stand outside for bus duty

Teachers will:

1. Keep students in the classroom

2. Release walkers when directed
3. Release bus riders when directed
4. Dismiss students directly to families from classroom
5. Maintain a sign-out sheet so there is a written record indicating to whom students were released
6. Bring remaining students to the multi-purpose room when directed and remain there until further notice

EVACUATION PROCEDURES - LIFE THREATENING

Administration will:

1. Notify all personnel immediately over the "All Call" paging system with command "Evacuate, Evacuate, Evacuate"
2. Call "911" for an immediate response. Sheridan School, 4730 H St, Sheridan
3. Inform the district office
4. Supervise student removal from campus

Teachers will:

1. At command "Evacuate, Evacuate, Evacuate", grab red emergency folder including attendance form.
2. Gather all of your students and take roll and signal with your emergency clipboard.
 - All students are safe and accounted for = GREEN
 - All students are not safe, accounted for = RED
3. Take keys- both school and personal. Leave doors locked.
4. Take cell phones- **do not** use until clearance has been announced. A cell phone can trigger a bomb.
5. IMMEDIATELY escort students to the evacuation center at the church parking lot on the corner of Riosa Road and 10th Street
6. Students and teachers are not to leave in their own cars.
7. Students who live near the school are to remain with their teacher and class. (Only if the crisis conditions clearly indicate that the students can safely reach home, will permission be granted to these students by the administrator in charge.)
8. At the evacuation center, teachers will again take roll, maintain control of class, and release students to parents. (Sign-out must indicate time and to whom the child was released.)
9. Remain with class until further instructions are announced. Instructions will be given at the evacuation site regarding procedures to contact parents and guardians.

Other staff instructions:

1. Any adult on the campus will help move students in an orderly manner off the campus
2. Unless the emergency is a fire, lock gates after exit
3. Students in computer lab or room other than home room will follow procedure with the person in charge of that area
4. If students are outside, the yard supervisor will see that they return to their home rooms or determine what is in student's best interest at the time.

LOCKDOWN

1. Directions will be given on "All Call" paging system. "Lockdown!" "Lockdown"
2. Lock classroom door
3. Direct students to "duck and cover"/no talking
4. Close curtain or blinds
5. Turn off lights
6. Take attendance
7. Place color card in the window
 - All students are safe and accounted for = GREEN
 - All students are not safe, accounted for, or if there is an injury = RED
8. Wait for further instructions

DO NOT OPEN THE DOOR FOR ANYONE - WAIT FOR CLEARANCE

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0	0	0	8.7	12.4	N/D
Expulsions	0	0	0	.5	.3	.002

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

The school campus and ground are in fair condition. Multi/Food Service roof to be repaired summer 2012 as funding allows.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X	N/A	N/A	Swamp cooler, food services needs replacement

Interior: Interior Surfaces		X	X	N/A	Older campus, well used
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X	N/A	N/A	N/A
Electrical: Electrical		X	X	N/A	Low voltage and phone wiring needs update
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	N/A	N/A	N/A
Safety: Fire Safety, Hazardous Materials		X	N/A	N/A	N/A
Structural: Structural Damage, Roofs		N/A	X	N/A	Multi/food service roof in need of repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	N/A	N/A	N/A
Overall Rating	N/A	X	X	N/A	

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	6	5	3	324
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of 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*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0.6	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	.2	
Nurse	.2	

Speech/Language/Hearing Specialist	.2	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: August, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010	YES	0%
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0%
Science	FOSS Science 2008	YES	0%
History-Social Science	Scott Foresmann: History Social Science for CA 2006	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	10,494	1,637	8,857	83,375
District			6,361	\$65,415
Percent Difference – School Site and District			39%	28%
State			\$5,455	\$66,511
Percent Difference – School Site and State			62%	25%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

Types of Services Funded (Fiscal Year 2010–11)

Some of the services we provide at Sheridan Elementary include, but are not limited to: Educational; speech and language; reading and math intervention; afterschool program; lunch and breakfast program; onsite counseling for students and families; preschool; parenting classes

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,771	\$41,284
Mid-Range Teacher Salary	\$65,153	\$65,173
Highest Teacher Salary	\$85,676	\$83,460

Average Principal Salary (Elementary)	\$101,519	\$102,834
Average Principal Salary (Middle)	\$105,021	\$108,953
Average Principal Salary (High)	\$116,787	\$118,384
Superintendent Salary	\$158,442	\$179,397
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	48.0	48.9	50.0	62.4	62.9	64.4	50.0	54.0	56.2
Mathematics	63.0	64.4	58.3	63.7	64.3	64.3	46.0	56.4	58.4
Science	38.0	N/A	75.0	53.0	N/A	69.0	50.0	55.0	58.0
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	64.3%	64.4%	61%	46%
All Students at the School	52%	62%	78%	n/a
Male	26%	39%	20%	n/a
Female	26%	23%	58%	n/a
Black or African American	0	0	0	n/a
American Indian or Alaska Native	0	0	0	
Asian	0	0	0	
Filipino	0	0	0	
Hispanic or Latino			25%	
Native Hawaiian or Pacific Islander	0	0	0	

White	17%	19%	58%	
Two or More Races	0	0	0	
Socioeconomically Disadvantaged	25%	25%	25%	
English Learners	15	20%	0	
Students with Disabilities	0	0	0	
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	86	82	86	80	80	77
Mathematics	N/A	N/A	N/A	86	85	86	81	81	77

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14%	86%	N/A	14%	86%	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	16%	84%	N/A	12%	88%	N/A
Female	13%	87%	N/A	17%	83%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	24%	76%	N/A	22%	78%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	11%	89%	N/A	12%	88%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26%	74%	N/A	23%	77%	N/A
English Learners	50%	50%	N/A	30%	70%	N/A
Students with Disabilities	67%	33%	N/A	28%	72%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

California Physical Fitness Test Results (School Year 2010–11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

5	76.4%	56.7%	33.5%
7	77.6%	57.2%	31.4%
9	87.1%	66.9%	4.62%

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

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	6	5
Similar Schools	N/A		

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	52	-22	18
Black or African American	n/a	n/a	n/a
American Indian or Alaska Native	n/a	n/a	n/a

Asian		n/a	n/a	n/a
Filipino		n/a	n/a	n/a
Hispanic or Latino		725	750	803
Native Hawaiian or Pacific Islander		n/a	n/a	n/a
White		813	821	835
Two or More Races	N/D		n/d	n/d
Socioeconomically Disadvantaged		713	736	753
English Learners		711	717	761
Students with Disabilities		n/a	n/a	n/a

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	48	809	4,674	822	4,683,676	778
Black or African American	0		79	759	317,856	696
American Indian or Alaska Native	2		48	783	33,774	733
Asian	0		160	882	398,869	898
Filipino	0		136	887	123,245	859
Hispanic or Latino	22	803	1,303	769	2,406,749	729
Native Hawaiian or Pacific Islander	0		25	806	26,953	764

White	24	835	2,766	841	1,258,831	845
Two or More Races	0		147	858	76,766	836
Socioeconomically Disadvantaged	29	753	1,561	754	2,731,843	726
English Learners	13	761	692	712	1,521,844	707
Students with Disabilities	3		673	664	521,815	595

Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

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

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

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

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

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served

by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	N/A	N/A	N/A	4.1	6.7	4.1	4.9	5.7	4.6
Graduation Rate	N/A	N/A	N/A	82.53	86.35	85.68	80.21	78.59	80.44

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

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	N/A	LEA Provided	N/D
Black or African American	N/A	LEA Provided	N/D
American Indian or Alaska Native	N/A	LEA Provided	N/D
Asian	N/A	LEA Provided	N/D
Filipino	N/A	LEA Provided	N/D
Hispanic or Latino	N/A	LEA Provided	N/D
Native Hawaiian or Pacific Islander	N/A	LEA Provided	N/D
White	N/A	LEA Provided	N/D
Two or More Races	N/A	LEA Provided	N/D
Socioeconomically Disadvantaged	N/A	LEA Provided	N/D
English Learners	N/A	LEA Provided	N/D
Students with Disabilities	N/A	LEA Provided	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010–11)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	LEA Provided
Percent of pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	LEA Provided

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	83.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	31.7%

Advanced Placement Courses (School Year 2010–11)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Western Placer Unified School District provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2011 – 2012. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit.

Sheridan

School Accountability Report Card, 2010-2011

Western Placer Unified

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org