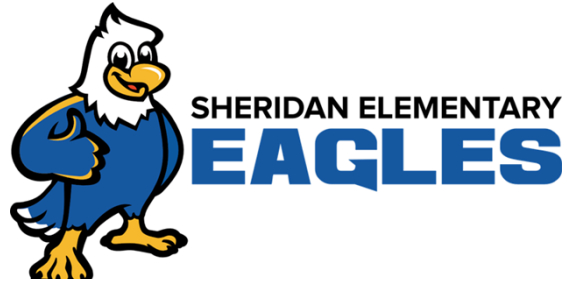# Western Placer Unified School District
## 2023-2024 School Accountability Report Card
## (Published During the 2024-2025 School Year)

**SHERIDAN ELEMENTARY EAGLES**

## General Information about the School Accountability Report Card (SARC)

| | |
|---|---|
| **SARC Overview** | 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. <br><br> - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. <br><br> - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. <br><br> - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. <br><br> A hard copy of the School Accountability Report Card is available at your School Office, upon request. |
| **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). |
| **California School Dashboard** | The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. |
| **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. |

| Admission Requirements for the University of California (UC) | Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/. |
|---|---|
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/. |

## 2024-25 School Contact Information

| | |
|---|---|
| School Name | Western Placer Unified School District |
| Street | 4730 H Street |
| City, State, Zip | Sheridan, CA, 95681 |
| Phone Number | 530-633-2591 |
| Principal | April Rennie |
| Email Address | arennie@wpusd.org |
| School Website | ses.wpusd.org |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 31-66951-0000000 |

## 2024-25 District Contact Information

| | |
|---|---|
| District Name | Western Placer Unified School District |
| Phone Number | (916) 645-6350 |
| Superintendent | Kerry Callahan |
| Email Address | kcallahan@wpusd.org |
| District Website | www.wpusd.org |

## 2024-25 School Description and Mission Statement

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 65 students.  The ethnic makeup is as follows: Asian 1%, Caucasian 45%, Hispanic/Latino 45%, and Unknown 9%.  Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience.  The principal is April Rennie. Kerry Callahan is the Western Placer Unified School District

## 2024-25 School Description and Mission Statement

Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: Social Emotional Learning, evacuation drills; monthly fire drills and emergency lock-down drills. All visitors and volunteers (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 36 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 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 53%.

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

Sheridan provides an elementary school counselor, twice a week, to support students socially, emotionally, and academically. The counselor does whole class SEL lessons, conducts small groups and one-on-one sessions. The counselor works with teachers, staff, parents, and community resources to meet the needs of students.

Mission Statement: To provide a safe, productive learning environment by empowering students with the knowledge, skills, and mindset for future success.

# About this School

## 2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 15 |
| Grade 1 | 7 |
| Grade 2 | 10 |
| Grade 3 | 7 |
| Grade 4 | 11 |
| Grade 5 | 9 |
| Total Enrollment | 59 |

## 2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 57.6 |
| Male | 42.4 |
| Asian | 3.4 |
| Black or African American | 1.7 |
| Hispanic or Latino | 42.4 |
| Two or More Races | 8.5 |
| White | 44.1 |
| English Learners | 15.3 |
| Homeless | 11.9 |
| Socioeconomically Disadvantaged | 62.7 |
| Students with Disabilities | 15.3 |

## 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.

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.30 | 100.00 | 332.80 | 75.58 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.60 | 1.51 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 6.70 | 1.53 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 81.90 | 18.61 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 12.20 | 2.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 3.30 | 100.00 | 440.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3.30 | 100.00 | 363.00 | 79.27 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.10 | 0.69 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 8.80 | 1.94 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 68.00 | 14.85 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 14.80 | 3.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 3.30 | 100.00 | 458.00 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 4.00 | 100.00 | 368.30 | 78.80 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.20 | 0.70 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 12.70 | 2.72 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 63.80 | 13.66 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 19.20 | 4.11 | 14303.80 | 5.15 |
| Total Teaching Positions | 4.00 | 100.00 | 467.40 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

## Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | January 2024 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | * K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)<br>* 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)<br>iReady Reading (supplemental 2017)<br>Sonday (supplemental 2021)<br>UFLI (supplemental 2024) | Yes | 0 |
| **Mathematics** | K-5 McGraw Hill Reveal Math (Adopted 2023) | Yes | 0 |
| **Science** | Mystery Science (Adopted 2022) | Yes | 0 |
| **History-Social Science** | K-5 Pearson Scott Foresman: History/Social Science for CA (Adopted 2007)<br>Note:  To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework and provides supplementary curriculum.   K-5 teachers will pilot materials during the 2023-2024 school year (after the science adoption is completed) | Yes | 0 |
| **Foreign Language** | N/A | | N/A |
| **Health** | N/A | | N/A |
| **Visual and Performing Arts** | N/A | | N/A |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | N/A |

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

## School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | 11/2024 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | 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) are 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:**<br>Interior Surfaces | | | X | Multi-Purpose Room 1440 sq ft.: Carpet is rippled<br>Classroom 1 960 sq ft: Window Curtains need replaced<br>Classroom-2  960 sq ft: Baseboard paint needs touched up<br>Restrooms-Flooring needs repaired<br>Portable-6 Library 960 sq ft: Carpet is rippled<br>Portable Restrooms: Stalls need painted<br>Interior surfaces appear to be clean, safe, and functional. School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. |
| **Electrical** | X | | | 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 apepars to be adequate and working properly, including exterior lights. |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | 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:**<br>Fire Safety, Hazardous Materials | | | X | Admin 1,500 sq ft: Exterior trim paint peeling<br>Multi-Purpose Room: Exterior trim paint peeling<br>Portable-5 960 sq ft: Exterior trim paint needed<br>Portable-9 960 sq ft: Exterior paint touch up needed near ramp<br>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 |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | 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:**<br>Structural Damage, Roofs | X | | | Portable-7 960 sq ft: Exterior decking has dry rot sections<br>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:**<br>Playground/School Grounds, Windows/Doors/Gates/Fences | X | | | Playground: Asphalt needs slurry coating<br>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 Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | | X | |

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

**College and Career Ready**
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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 15 | 13 | 55 | 53 | 46 | 47 |
| **Mathematics** (grades 3-8 and 11) | 19 | 6 | 42 | 42 | 34 | 35 |

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 31 | 31 | 100.00 | 0.00 | 12.90 |
| Female | 20 | 20 | 100.00 | 0.00 | 20.00 |
| Male | 11 | 11 | 100.00 | 0.00 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 17 | 17 | 100.00 | 0.00 | 11.76 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 16.67 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 11.76 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 31 | 31 | 100.00 | 0.00 | 6.45 |
| Female | 20 | 20 | 100.00 | 0.00 | 5.00 |
| Male | 11 | 11 | 100.00 | 0.00 | 9.09 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 17 | 17 | 100.00 | 0.00 | 5.88 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 12 | 12 | 100.00 | 0.00 | 8.33 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 17 | 17 | 100.00 | 0.00 | 5.88 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | -- | -- | 36.03 | 33.43 | 30.29 | 30.73 |

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## B. Pupil Outcomes

## 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.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| Grade 5 | 80% | 80% | 80% | 80% | 80% |

## 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 regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

We foster a strong belief that parents play a major role in our school community. Typically, opportunities for involvement include: Parent-Teacher Club, School Site Council, DELAC; classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family Fall Festival, Winter Activities, Fun Run, Winter Performance, Family Movie nights, Project Cornerstone, garden and campus clean-ups, and others. We are working with our parents to support their children at home with their education. 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 and volunteers from Lincoln Kiwanis and Lincoln Rotary.

## 2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 65 | 65 | 8 | 12.3 |
| Female | 37 | 37 | 3 | 8.1 |
| Male | 28 | 28 | 5 | 17.9 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 30 | 30 | 3 | 10.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| White | 27 | 27 | 4 | 14.8 |
| English Learners | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 44 | 44 | 7 | 15.9 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| C. Engagement | State Priority: School Climate |
|---|---|
| | The SARC provides the following information relevant to the State priority: School Climate (Priority 6): <br><br> • Pupil suspension rates; <br> • Pupil expulsion rates; and <br> • Other local measures on the sense of safety |

## Suspensions and Expulsions

This table displays suspensions data.

| | | | | Suspensions | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 3.75 | 0 | 0 | 3.12 | 2.47 | 2.01 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| | | | | Expulsions | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0.17 | 0.12 | 0.04 | 0.07 | 0.08 | 0.07 |

## 2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

District Crisis Response Support Team Plan
Western Placer Unified School District

## 2024-25 School Safety Plan

2023-2024
COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN
For Western Placer Unified School District and Sheridan Elementary

Reviewed by Site Council
(12/2024)

All students will have safety (both physically and mentally) during the daily school routine during a crisis.
Objectives:
- The school administration works with the MAC Committee of Sheridan and Placer County Sheriff Department to establish safe routes to school and to ensure that traffic safety is monitored.
- Procedures are in place and practiced monthly for evacuation from campus. Procedures and equipment will be assessed by local fire and law enforcement agencies.
- A Crisis Management Team and strategies are in place in an emergency situation.
- Emergency supplies will be stored and refilled as needed in the office as well as classrooms.
- Mental health services will be provided by the district on site as needed.
- Social emotional learning curriculum will take place in classes weekly throughout the year.

The Sheridan Elementary School campus will remain a secure and safe environment.
Objectives:
- The campus is closed. Perimeter gates are locked each day.
- The main gate is locked at the start of school and monitored by the site secretary for entrance.
- Visitors must sign in and receive a visitor's pass before they can be on campus.
- Students must be signed out before they leave campus.
- Students are not released to anyone not on their emergency contact and approved pickup list.
- Adequate lighting is in place to ensure safety on the campus at night.
- Emergency procedures are in place and visible around campus using SRP protocols.
- Surveillance cameras are on campus to monitor activities on the playground areas.
- The is supervision during unstructured time such as recess and lunch.
- Parent volunteers and field trip chaperones must have valid TB clearance, fingerprint clearance.
- School administration is working with the district office and local community to add additional surveillance cameras to the school site.
- Site admin participates in monthly safety committee meetings at the district level.
- Staff and students are trained in SRP protocols.
- Staff monitors loading and unloading of cars and pick-up and drop-off.
- Updated maintenance will be completed in alignment with the District's Master Plan.
- A security system with panel access codes has been installed for the entire school and is armed nightly.
- A school resource officer is assigned to Sheridan.
- There is a school site emergency communication system in place with the use of bells, phones, handheld radios, and intercoms.

Many other plans are in place in the actual plan dealing with many possible emergency situations. Plan available upon request.

## D. Other SARC Information

## Information Required in the SARC

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

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 9 | 3 | | |
| 1 | 11 | 3 | | |
| 2 | 12 | 3 | | |
| 3 | 12 | 3 | | |
| 4 | 11 | 3 | | |
| 5 | 10 | 3 | | |

### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 7 | 3 | | |
| 1 | 11 | 3 | | |
| 2 | 11 | 3 | | |
| 3 | 9 | 3 | | |
| 4 | 8 | 3 | | |
| 5 | 10 | 3 | | |

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class).  The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| K | 15 | 1 | | |
| 1 | 7 | 1 | | |
| 2 | 10 | 1 | | |
| 3 | 7 | 1 | | |
| 4 | 11 | 1 | | |
| 5 | 9 | 1 | | |

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| **Pupils to Academic Counselor** | 0 |

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school.  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.  The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 0.4 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 0.2 |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $23,486 | $6,769 | $16,717 | $86,406 |
| District | N/A | N/A | $10,270 | $88,148 |
| Percent Difference - School Site and District | N/A | N/A | 47.8 | -2.0 |
| State | N/A | N/A | $10,771 | $94,694 |
| Percent Difference - School Site and State | N/A | N/A | 43.3 | -9.2 |

## Fiscal Year 2023-24 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, and PBIS school incentive and award programs. Elementary school counselor and 2 instructional aides are CSI funded.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $54,259 | $58,855 |
| Mid-Range Teacher Salary | $92,257 | $92,519 |
| Highest Teacher Salary | $108,876 | $114,665 |
| Average Principal Salary (Elementary) | $129,656 | $142,791 |
| Average Principal Salary (Middle) | $134,787 | $151,078 |
| Average Principal Salary (High) | $148,891 | $167,094 |
| Superintendent Salary | $261,664 | $281,086 |
| Percent of Budget for Teacher Salaries | 33% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

## Professional Development

Western Placer Unified School District provided two Staff Development Days in 2024-2025 school 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 and GVC training, AVID, NGSS, ELD strategies training, GLAD training, eduCLIMBER. Ed Service Specialists are available to provide coaching after training as well as curricular support. This school year, the district is continuing to provide technology resources and trainings as needed for staff. Data for reading and math is collected by staff through classroom assessments and iReady reading and math diagnostic,

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 5 | 10 | 10 |