



Sheridan Elementary School

4730 H Street • Sheridan, CA 95681 • 530-633-2591 • Grades K-5

John Kovach, Principal

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

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Western Placer Unified School District

600 6th Street
Lincoln, CA 95648
916-645-6350
www.wpusd.k12.ca.us

District Governing Board

Paul Carras
Brian Haley
Kris Wyatt
Damian Armitage
Paul Long

District Administration

Scott Leaman
Superintendent
Kerry Callahan
Assistant Superintendent,
Educational Services
Audrey Kilpatrick
Assistant Superintendent, Business
Gabe Simon
Assistant Superintendent, Human
Resources

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 64 students. The ethnic makeup is as follows: Caucasian and Hispanic 94%, Laotian 1.5%, American Indian 3% and 1.5 who declined to state. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is John Kovach. Scott Leaman is the Western Placer Unified Superintendent

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency 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. There are 51 students who 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 crisis plan. They 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 is over 56,000, well over the required EdCode minutes.

The percentage of students in the free and reduced lunch program is 77%.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using "Envision Math," SIPPS, Read Naturally, and Reading Mastery) parent volunteers, an emphasis on building good peer relationships and transitioning to middle school, hands-on science classes, and visual and performing arts which include performances for the school community are also integral to the school day at Sheridan.

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 530-633-2591 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	11
Grade 2	13
Grade 3	13
Grade 4	17
Grade 5	12
Total Enrollment	79

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	44.3
White	53.2
Two or More Races	2.5
Socioeconomically Disadvantaged	75.9
English Learners	24.1
Students with Disabilities	5.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Sheridan Elementary School	13-14	14-15	15-16
With Full Credential	3	3	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	303
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School

Sheridan Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	32.3	67.7
High-Poverty Schools	25.8	74.2
Low-Poverty Schools	97.9	2.1

* 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	enVision Math California Common Core 2014 - Pearson The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman: History Social Science for CA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good repair. Gutters and siding repaired in Fall 2015. Telephone system replaced Fall 2015. Minor maintenance noted below scheduled to be completed over the next twelve months.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces			X	Damage to floor, ceiling tile, vinyl wall cover, chipped paint on baseboards, rust on boys bathroom stalls are issues throughout the campus.
Cleanliness: 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: Electrical	X			Two light fixtures out in a portable classroom.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucet is loose on sink in portable restroom and broken light diffuser in one portable classroom.
Safety: Fire Safety, Hazardous Materials	X			No fire extinguisher in two classrooms. Work order submitted and to be addressed immediately
Structural: Structural Damage, Roofs		X		Cracks visible on stucco of Office, siding damage on three portable classrooms, and dry rot visible on portable ramp. There is asphalt damage on the playground, backstop damage on the baseball field, and covered walkway in front of room 1 has dry rot and peeling paint.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: January 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Chipped paint on exterior window frames of Restroom, broken window of one portable classroom, exterior fencing damage on playground, and barbed portion of fence is pointing up at the top.
Overall Rating	Exemplary	Good	Fair	Poor
			X	N/A

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.80	15.40	23.10

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	33	50	44
Math	26	40	33

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	67
All Student at the School	53
Male	--
Female	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

* 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.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	--	53	53	67	68	67	59	60	56

* Results are for grades 5, 8, and 10. 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	16	16	100.0	50	19	19	13
	4	17	17	100.0	6	59	35	0
	5	13	13	100.0	31	38	8	23
Male	3		7	43.8	--	--	--	--
	4		8	47.1	--	--	--	--
	5		6	46.2	--	--	--	--
Female	3		9	56.3	--	--	--	--
	4		9	52.9	--	--	--	--
	5		7	53.8	--	--	--	--
Hispanic or Latino	3		6	37.5	--	--	--	--
	4		4	23.5	--	--	--	--
	5		8	61.5	--	--	--	--
White	3		9	56.3	--	--	--	--
	4		13	76.5	8	54	38	0
	5		5	38.5	--	--	--	--
Two or More Races	3		1	6.3	--	--	--	--
Socioeconomically Disadvantaged	3		12	75.0	67	17	17	0
	4		13	76.5	8	62	31	0
	5		9	69.2	--	--	--	--
English Learners	3		5	31.3	--	--	--	--
	4		2	11.8	--	--	--	--
Students with Disabilities	3		1	6.3	--	--	--	--
	5		2	15.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	16	16	100.0	56	6	13	25
	4	17	17	100.0	35	41	18	6
	5	13	13	100.0	54	31	0	15
Male	3		7	43.8	--	--	--	--
	4		8	47.1	--	--	--	--
	5		6	46.2	--	--	--	--
Female	3		9	56.3	--	--	--	--
	4		9	52.9	--	--	--	--
	5		7	53.8	--	--	--	--
Hispanic or Latino	3		6	37.5	--	--	--	--
	4		4	23.5	--	--	--	--
	5		8	61.5	--	--	--	--
White	3		9	56.3	--	--	--	--
	4		13	76.5	38	31	23	8
	5		5	38.5	--	--	--	--
Two or More Races	3		1	6.3	--	--	--	--
Socioeconomically Disadvantaged	3		12	75.0	75	8	0	17
	4		13	76.5	31	46	15	8
	5		9	69.2	--	--	--	--
English Learners	3		5	31.3	--	--	--	--
	4		2	11.8	--	--	--	--
Students with Disabilities	3		1	6.3	--	--	--	--
	5		2	15.4	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

We foster a strong belief that parents play a major role in our school community. Opportunities for involvement include: parent-teacher club; School Site Council/ELAC; classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family movie night, campus clean-ups, and others. Our students also benefit in a variety of ways from volunteers through the SCHOOLS program from Sun City. We welcome volunteers on our campus!

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

District Crisis Response Support Team Plan
Western Placer Unified School District

2015 – 2016

COMPREHENSIVE SCHOOL SITE
SAFETY PLAN

CRISIS RESPONSE PLAN

For

Western Placer Unified School District
and
Sheridan Elementary

Reviewed by Site Council
(11/10/2015)

TEACHERS
Responsibility Check List

Basic Duties: Supervise and assist your students

In Classroom (Lockdown or Shelter in Place)

- Secure your classroom - lock doors, close windows and shades/blinds.
- Attempt to keep the student calm
- Provide first aid where necessary
- (Lockdown - Students and teachers maintain duck and cover positions away from doors/windows)
- Place color card in the window

Green = all safe

Red = CRITICAL - need help - injury - missing student

- Do not use the phone - do not use cellular phones

Evacuation (Fire, Bomb Threat or Off-Campus)

- Quickly, yet orderly, escort students to safe area as designated in Site Plan
- Take record book, student information cards, color warning cards
- Take attendance when safe site is reached
- STAY WITH YOUR STUDENTS - wait for instructions re student release

Teachers on prep period

- Report directly to identified areas to secure the campus
- Assist the Site Coordinator with needs (Assist at evacuation site, serve as a runner, make phone calls, etc....)

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

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	1.15
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.45	3.65	3.19
Expulsions Rate	0.13	0.08	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2011-2012
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	28	30	24				1	1	1			
3	34	30	26					1	1	1		
5	24	24	29				1	1	1			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.6
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Professional Development provided for Teachers

Western Placer Unified School District provided three Staff Development Days each year with the exception of 2013-14 in which one of these days was taken as a furlough day. 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 some new funds in the 2015-2016 school year for teacher and administrative improvement, many offerings are being provided in the following areas: Language arts, Mathematics, RTI, PLC training, NGSS, ELD strategies training. TOSAS (Teacher On Special Assignments) are available to provide coaching after training. Some specific professional development is the CABE training, Title I state conference,

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,581	\$42,315
Mid-Range Teacher Salary	\$64,797	\$66,451
Highest Teacher Salary	\$85,208	\$85,603
Average Principal Salary (ES)	\$94,098	\$105,079
Average Principal Salary (MS)	\$97,343	\$111,005
Average Principal Salary (HS)	\$108,366	\$121,310
Superintendent Salary	\$156,004	\$189,899
Percent of District Budget		
Teacher Salaries	42%	39%
Administrative Salaries	5%	6%

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

Types of Services Funded

Services funded through the site budgets include: Title I instructional aide, copying and printing costs, library books and materials, ESGI for Kindergarten assessments, DIBELS curricular based management program, school incentive and award programs, and the Accelerated Reader program.

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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11153	2670	8483	75681
District	♦	♦	\$5,672	\$68,795
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			49.6	10.0
Percent Difference: School Site/ State			58.6	9.3

* Cells with ♦ do not require data.