Sheridan Elementary School

4730 H Street • Sheridan, CA 95681 • 530-633-2591 • Grades K-5
Melissa Willes, Principal
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Western Placer Unified School District
600 6th Street
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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

Ryan Davis
Assistant Superintendent, Human Resources

School Description

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 80 students. The ethnic makeup is as follows: Caucasian 51.8%, Hispanic 42.2%, Black/African American 1.2%, Filipino 2.4% and American Indian 2.4 %. We have a grant funded parent participation preschool facility on the school site. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is Melissa Willes. Scott Leaman is the Western Placer Unified School District Superintendent.

Sheridan Elementary School is committed to providing a safe, healthy learning environment. Specific programs which emphasize this include: healthy lifestyles education, evacuation drills; monthly fire drills and emergency 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.

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 table on the next page compares the number of instructional minutes offered at Sheridan Elementary School to the State Requirement.

Sheridan Elementary School has 28 Early Release Days.

Incorporated into the regular program are: peer tutoring, cross-age buddies, math and reading interventions (first within the classroom using Houghton Mifflin "Focused Approach," We also incorporate SIPPS, Read Naturally, REWARDS, and Signs for Sounds in small group settings. Pparent volunteers, an emphasis on building good peer relationships, 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

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. 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 530-633-2591.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	14
Gr. 1	9
Gr. 2	12
Gr. 3	15
Gr. 4	17
Gr. 5	13
Total	84

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.2
American Indian or Alaska Native	1.2
Asian	1.2
Filipino	0.0
Hispanic or Latino	45
Native Hawaiian/Pacific Islander	0.0
White	82.2
Two or More Races	0
Socioeconomically Disadvantaged	77.4
English Learners	25.0
Students with Disabilities	5

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	**12-13**	**13-14**	**14-15**
Fully Credentialed	3	3	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	295
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sheridan Elementary School	**12-13**	**13-14**	**14-15**
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

2013-14 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
Districtwide		
All Schools	33.13	66.87
High-Poverty Schools	27.93	72.07
Low-Poverty Schools	39.09	60.91

* 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 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: August 2014	
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 2015 - Pearson
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
Science	FOSS Science 2008
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
History-Social Science	Scott Foresmann: History Social Science for CA
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
Foreign Language	N/A
The textbooks listed are from most recent adoption:	
Percent of students lacking their own assigned textbook: N/A	
Health	N/A
The textbooks listed are from most recent adoption:	
Percent of students lacking their own assigned textbook: N/A	
Visual and Performing Arts	N/A
The textbooks listed are from most recent adoption:	
Percent of students lacking their own assigned textbook: N/A	
Science Laboratory Equipment	N/A
The textbooks listed are from most recent adoption:	
Percent of students lacking their own assigned textbook: N/A	

School Facility Conditions and Planned Improvements (Most Recent Year)

Admin & multipurpose re-roofed, summer 2014. Portable classroom demo'd 2014. fire & intrusion alarm systems require replacement.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	Older campus, well used, yet clean.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	several skunks removed from campus during 2014 school year.
Electrical: Electrical	[X]	[ ]	[ ]	Low voltage and phone wiring requires upgrade
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	restrooms need modernization, budget dependent.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Alarm systems require replacement, deferred maintenance project, 2015
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	roofs repaired by maintenance as needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	play area enclosures repaired 2014

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2014					
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**	
	Good	**Fair**	**Poor**		
Overall Rating	Exemplary	Good	Fair	Poor	N/A
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

CAASPP Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	11-12	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**	**11-12**	**12-13**	**13-14**
Science	46		53	63	60	65	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
Subject	**School**			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	53	44	43	59	62	58	54	56	55
Math	61	63	64	51	51	48	49	50	50
HSS				46	50	46	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010-11**	**2011-12**	**2012-13**
Statewide	5	5	5
Similar Schools			

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	6.7	20.0	46.7

* 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.

2013-14 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	65
All Student at the School	53
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	18	0	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "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

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; site based leadership team; classroom volunteers; field trip volunteers; and fundraisers.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

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:
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
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
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 or gets a ride to/from school
d. At least two phone numbers
e. Space for comments
2. Direct students as they exit school
3. Stand outside for dismissal duty

Teachers will:
1. Keep students in the classroom
2. Release walkers when directed
3. Releas 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 cafeteria 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 to Stewart Hall Community Center on Camp Far West Road

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 Stewart Hall Community Center on Camp Far West Road
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 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. released.)
9. Remain with class until further instructions are announced. Instructions will be given at the evacuation site

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
4. If students are outside, the yard supervisor will see that they return to their home rooms or determine what

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			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.2	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	3.0	3.4	3.7
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 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 2	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.		14	15		1	1						
Gr. 1		14	15		1	1						
Gr. 2	27	20	11	0	1	1	1			0		
Gr. 3		14	19		1	1						
Gr. 4		15	9		1	1						
Gr. 5	23	9	15	0	1	1	1			0		
Other	0			3			0			0		

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$33,631	$41,243
Mid-Range Teacher Salary	$63,016	$64,893
Highest Teacher Salary	$82,867	$83,507
Average Principal Salary (ES)	$97,651	$103,404
Average Principal Salary (MS)	$101,020	$109,964
Average Principal Salary (HS)	$112,540	$120,078
Superintendent Salary	$153,657	$183,557
Percent of District Budget		
Teacher Salaries	43	40
Administrative Salaries	6	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$9,658	$2,418	$7,240	$74,044
District	♦	♦	$5,672	$66,280
State	♦	♦	$4,690	$67,762
Percent Difference: School Site/District			27.6	11.7
Percent Difference: School Site/ State			54.4	9.3

Types of Services Funded at Sheridan Elementary School
Narrative provided by the LEA.

Professional Development provided for Teachers at Sheridan Elementary School
Western Placer Unified School District provided three Staff Development Days each year with the exception of 2012-13 and 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. Teachers attend California Reading Conference as well as the California Math Conference. Additional Professional Development is now accessible through Edivation (PD videos/tutorials.)

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	**English-Language Arts**			**Mathematics**		
	Not Proficient	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

*   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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Sheridan Elementary School	**2011-12**	**2012-13**	**2013-14**
English-Language Arts			
Mathematics			
Western Placer Unified School District	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	59	58	34
Mathematics	54	57	33
California	**2011-12**	**2012-13**	**2013-14**
English-Language Arts	56	57	56
Mathematics	58	60	62

*   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.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Sheridan Elementary School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			
Western Placer Unified School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)			
Graduation Rate			

2013-14 Advanced Placement Courses		
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		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	343
% of pupils completing a CTE program and earning a high school diploma	7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	40

Career Technical Education Programs