



Sheridan Elementary School

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

Emily Ortiz, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Western Placer Unified School District

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District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent,
Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business

Gabe Simon
Assistant Superintendent, Human
Resources

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 66 students. The ethnic makeup is as follows: Caucasian 57%, Hispanic/Latino 36%, American Indian or Alaska Native 3%, Black or African American 2% and two or more races 2%. Efforts are made to ensure that the transition from preschool to kindergarten is a smooth and enjoyable experience. The principal is Emily Ortiz. 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 lock-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 district staff. There are 44 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 transitional kindergarten/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 68%.

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	14
Grade 2	8
Grade 3	6
Grade 4	9
Grade 5	7
Total Enrollment	58

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
Hispanic or Latino	50
White	41.4
Two or More Races	6.9
Socioeconomically Disadvantaged	67.2
English Learners	25.9
Students with Disabilities	6.9
Foster Youth	5.2
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Sheridan Elementary	17-18	18-19	19-20
With Full Credential	5	4	3
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	1	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Sheridan Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>* K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017)</p> <p>* 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Pearson Envisions (adopted 2014)</p> <p>Ready Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Delta Science/FOSS Science (adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Pearson Scott Foresman: History/Social Science for CA (Adopted 2007)</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/4/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Restrooms: Rust on stalls, no ventilation or HVAC Sewer line stoppage is not evident. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Office: The admin office floor has several small rips in the linoleum Kitchen: Floor damage, Cabinets do not close properly Classroom 2: Chipped paint on baseboards Portable Classroom 5: Tear in vinyl wall cover and flooring Portable Classroom 6: Formica cabinets are cracking and laminate flooring has small tears and cracks Portable Classroom 8: Cove base is falling off, wall has small holes. Portable Restrooms: Boys rust on stalls Portable Classroom 10: Portable Classroom 11: one damaged ceiling tile

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	Multi Purpose Room: Lighting is insufficient for the size space
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Portable classroom 10: Restrooms: Rust on stalls, no ventilation or HVAC
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Portable Classroom 8: Cove base is falling off, wall has small holes.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground: Exterior fencing damage, Asphalt damage on playground, Backstop damage on baseball field, Barbed portion of fence at top pointing up
Overall Rating	Fair	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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	41	43	55	57	50	50
Math	17	30	43	45	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	23	100.00	43.48
Male	--	--	--	--
Female	13	13	100.00	38.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100.00	46.15
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	37.50
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	23	23	100.00	30.43
Male	--	--	--	--
Female	13	13	100.00	23.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	13	13	100.00	30.77
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	31.25
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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, DELAC/ELAC; classroom volunteers; field trip volunteers; and fundraisers. We invite parent participation in events such as family BINGO nights, Family Movie nights, Tamale making, Easter Egg Hunt/Pancake Breakfast, Trunk-or-Treat, Winter Performance and dinner, garden and campus clean-ups, and others. 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. We welcome volunteers on our campus!

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

District Crisis Response Support Team Plan
 Western Placer Unified School District

2019-2020

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

CRISIS RESPONSE PLAN

For Western Placer Unified School District and Sheridan Elementary

Reviewed by Site Council
 (12/5/2019)

The Sheridan Elementary School campus will remain a secure and safe environment.

Objectives:

- The campus is closed. Perimeter gates are locked each day, except for the front, main gate.
- Visitors must sign in and receive a visitor's pass before they can be on campus
- Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent.
- Adequate lighting is in place to ensure safety on the campus at night. The principal and custodian make checks to ensure all hallways have adequate lighting.
- Lock-down/Shelter in Place, earthquake, fire and evacuation procedures are in place.
- Main entry and exit points are monitored closely by school staff.
- Surveillance cameras on campus monitor activities on the playground areas.
- There is supervision during recesses and high traffic areas.
- Parent volunteers and field trip chaperones must have valid TB clearance and fingerprint clearance on file with the front office. Volunteer list is updated and monitored regularly for accuracy.
- School administration is working with the district office and local community to add additional surveillance cameras to the school site.
- Student Support:
 - Inappropriate behavior is addressed immediately and tracked through Power School discipline tracking.
 - Staff monitors the loading/unloading of cars and student arrival/departures before and after school.
 - Playground safety rules help to prevent falls from recreational equipment and landscape designs prevent students from climbing to dangerous heights.
- Emergency exit plans are posted in every classroom. Monthly fire drills, quarterly earthquake drills and two lock-down drills are practiced annually; Shelter in Place procedures are communicated, if a situation arises.
- Procedures are in place for student evacuation in alignment with local law enforcement.
- Parent Support
 - There is continual communication to parents on traffic flow for safe drop off and pickup issues.
 - Parents have the opportunity to work in a collaborative manner to give input on school safety issues.
- Staff and Site Support
 - Updated maintenance will be completed in alignment with the District's Master Plan.
 - Procedures are in place for immediate involvement of the Placer County Sheriff Department for violent crime, crime against facilities or person.
 - The school has a Placer County School Resource officer assigned to them.
 - A security system with panel access codes has been installed for the entire school.
 - A Disaster and Crisis Response Plan is available at the school site and works in collaboration with the District Crisis Response Plan. The plan is discussed and the staff gives input.
 - There is a school site emergency communication system in place with the use of bells, phones, hand-held radios, and intercoms.
 - The principal or designee will announce the lock-down/Shelter in Place using the PA system. All staff know to immediately retreat to the indoors and remain locked in until further notice.

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.7	3.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	1			17	1			28		1	
1	9	2			8	1			14	1		
2	17	1										
3	26		1		15	2			14	1		
4	12	1			7	1						
5	19	1	2		17	2			16	1		
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Western Placer Unified School District provided two Staff Development Days each 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 training, AVID, NGSS, ELD strategies training, GLAD training. TOSAs (Teacher On Special Assignments) are available to provide coaching after training as well as curricular support. This school year, Sheridan is specifically focusing on increasing the academic achievement of its English Learners and low-income students; as well as increasing reading and math performance for all students. Data for reading and math is collected by staff through classroom assessments and iReady reading and math diagnostic, 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,893	\$49,084
Mid-Range Teacher Salary	\$71,003	\$76,091
Highest Teacher Salary	\$93,595	\$95,728
Average Principal Salary (ES)	\$108,151	\$118,990
Average Principal Salary (MS)	\$115,051	\$125,674
Average Principal Salary (HS)	\$127,942	\$137,589
Superintendent Salary	\$189,844	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

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

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, Lexia Reading Program, PBIS school incentive and award programs, and the Renaissance Reading program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$17,478	\$4,032	\$13,446	\$72,584
District	N/A	N/A	\$7,778	\$82,323.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	53.4	-12.6
School Site/ State	56.7	-7.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.