

2014 SARC Input Form

Reported Using Data from the 2013-14 School Year Published During the 2014-15 School Year

The SARC is comprised of various reporting requirements. This template is provided as a tool to view and update your school's information includes only the information we cannot get from the Department of Education [This is not the full SARC template](#). DTS will import publically available data not listed in this template as it becomes available. A list of answers to frequently asked questions (FAQs) can be downloaded by [clicking here](#).

School Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your school.

School Information	
School Name	Sheridan Elementary School
Street	4730 H Street
City, State, Zip	Sheridan, CA 95681
Phone Number	530-633-2591
Principal	Melissa Willes
E-mail Address	mwillis@wpusd.k12.ca.us
School Website	
Grades Served	K-5
CDS Code	31669516031363
School Logo	{iSARC_SLogo} click here to submit the school logo via email

District Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Information	
District Name	Western Placer Unified School District
Street	600 6th Street
City, State, Zip	Lincoln, CA 95648
Phone Number	916-645-6350
Web Site	www.wpusd.k12.ca.us
E-mail Address	
District Logo	{iSARC_DLogo} click here to submit the district logo via email

District Governing Board

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Governing Board (in the order to be listed)

Member 1	Paul Carras
Member 2	Brian Haley
Member 3	Kris Wyatt
Member 4	Damian Armitage
Member 5	Paul Long
Member 6	
Member 7	

District Administration

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Administration (in the order to be listed)

Superintendent	Scott Leaman
Administrator 1	Kerry Callahan Assistant Superintendent, Educational Services
Administrator 2	Audrey Kilpatrick Assistant Superintendent, Business
Administrator 3	Ryan Davis Assistant Superintendent, Human Resources
Administrator 4	
Administrator 5	
Administrator 6	
Administrator 7	
Administrator 8	

School Description and Mission Statement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school, its programs and its goals.

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.

Opportunities for Parental Involvement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent 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!

School Safety Plan (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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. Release 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

CDE will be releasing this data in early January, 2015. The section is being made available to you in the event that you prefer to provide the data in advance of CDE's release. Please update as needed.

Suspension Rate (# of suspensions ÷ total enrollment) x 100			
	2011-12	2012-13	2013-14
School	2.2	0.0	0.0
District	3.0	3.4	3.7
State	5.7	5.1	4.4

Expulsion Rate (# of expulsions ÷ total enrollment) x 100			
	2011-12	2012-13	2013-14
School	0.0	0.0	0.0
District	0.1	0.1	0.1
State	0.1	0.1	0.1

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update/enter the information below as needed. You can also [click here to submit the MS Excel FIT tool via email](#). This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Date of your most recent facilities inspection: December 2014

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)

Please review and update/enter the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please pay special attention to ensure that this section is aligned with the most recent inspection and FIT report.

System Inspected	Repair Status (the marks should match your most recent inspection)			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.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating	[]	[X]	[]	[]

Teacher Credentials

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

CDE added an extra year of data to this table in this year's template.

Teachers at this School	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	3	3	3	295
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

♦ means data not required.

Teacher Misassignments and Vacant Teacher Positions

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2013-14)

This data was copied from last year's SARC. Please update as needed. This section should include the number of staff employed at your schools that fall into the categories below.

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	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	.6	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0	♦
Social Worker	0	♦
Nurse	.2	♦
Speech/Language/Hearing Specialist	.2	♦
Resource Specialist (non-teaching)	0	♦
Other	0	♦

♦ means data not required.

Textbooks and Instructional Materials (Most Recent Year)

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

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please pay special attention to ensure that this section is aligned with the most up-to-date adoption of textbooks.

Year and month in which data were collected: August 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010	Yes	0
Mathematics	enVision Math California Common Core 2015 - Pearson	Yes	0
Science	FOSS Science 2008	Yes	0
History-Social Science	Scott Foresmann: History Social Science for CA	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 schools only)	N/A		N/A

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

The fields that are highlighted yellow are populated for you with data provided by CDE. Percent differences are calculated by this form. The remaining data was copied over from last year's SARC and should be reviewed/updated by the school/LEA.

The most recent data available from CDE is for fiscal year 2012-13. For comparison purposes, data for the same fiscal year is requested from the school.

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

◆ means data not required.

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

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2013-14)

Please review and update/enter the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Narrative provided by the LEA.

Professional Development

Please review and update/enter the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 Edviation (PD videos/tutorials.)

School Completion and Postsecondary Preparation

Please note: this section applies to high schools only. If you are not a high school, please skip this section.

Career Technical Education Programs (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
 - How these programs and classes are integrated with academic courses and how they support academic achievement
 - How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
 - The measurable outcomes of these programs and classes, and how they are evaluated
 - State the primary representative of the district's CTE advisory committee and the industries represented on the committee
-

Career Technical Education Participation (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about level of participation in Career Technical Education (CTE) programs at your school.

Measure	CTE Program Participation
Number of pupils participating in CTE	343
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	7
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	40