



Sheridan Elementary School

1001 9th Street • Orange Cove, CA 93646 • (559) 305-7260 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Kings Canyon Joint Unified School District

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District Governing Board

Craig Cooper
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Jim Mulligan III

District Administration

John Campbell
Superintendent
Roberto Gutierrez
**Deputy Superintendent, Human
Resources**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Mary Ann Carousso
Administrator, Student Services
Jose Guzman
**Administrator, Educational
Programs**
Adele Nikkel
Chief Financial Officer

School Description

Sheridan Elementary School opened in 1966 and is located in Orange Cove. The school served 502 students in grades TK-5th during the 2017-18 school year and included a staff of 20 teachers. Sheridan Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

School Mission Statement

Our mission, in partnership with the family and community, is to provide a safe learning environment in which students achieve to their fullest potential, develop positive self concepts, and become lifelong learners and responsible citizens.

We are committed to ensuring that our students become:

Maturing scholars who demonstrate the ability to read, write, compute, and problem solve at high standards, and are able to apply their knowledge to real-world situations. Admirable role models who are responsible and respectful at home and school, and make a positive contribution to their community.

Self-directed individuals who have confidence in themselves, and their abilities, value life-long learning and possess high aspirations for their future.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	65
Grade 2	87
Grade 3	78
Grade 4	78
Grade 5	93
Total Enrollment	501

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0.0
Hispanic or Latino	98.2
Native Hawaiian or Pacific Islander	0.0
White	0.8
Socioeconomically Disadvantaged	93.8
English Learners	48.7
Students with Disabilities	3.4
Foster Youth	0.4

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			
Sheridan Elementary School	16-17	17-18	18-19
With Full Credential	22	20	20
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	422
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sheridan Elementary School	16-17	17-18	18-19
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 2018-19)

Each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home that have been State board adopted, and locally board approved.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades TK -5: Engage New York (June 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grades TK -5: Engage New York (June 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw-Hill: California Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Sheridan Elementary School has 24 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1952. Additional classrooms were constructed in 1966, additional relocatable classrooms were constructed in 1999, and a library was constructed in 2002. In 2018, a shade structure was installed and improvements made to playground equipment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Sheridan Elementary School employs 3 custodians to ensure that the campus is safe, clean, and sanitary. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis. This assists school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Old restroom partitions to be replaced.
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Fair	Roof shingles need to be repaired. Roof shingles in the #2 wing need to be repaired (vandalism).
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	49.0	47.0	49.0	48.0	50.0
Math	27.0	38.0	32.0	36.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.1	18.3	7.5

* 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.

**School Year 2017-18 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	253	250	98.81	48.80
Male	124	122	98.39	45.08
Female	129	128	99.22	52.34
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	248	246	99.19	48.78
White	--	--	--	--
Socioeconomically Disadvantaged	228	226	99.12	49.12
English Learners	193	191	98.96	47.64
Students with Disabilities	15	15	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--

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.

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 2017-18 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	253	251	99.21	37.85
Male	124	123	99.19	39.84
Female	129	128	99.22	35.94
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	248	246	99.19	37.8
White	--	--	--	--
Socioeconomically Disadvantaged	228	226	99.12	38.05
English Learners	193	192	99.48	35.42
Students with Disabilities	15	15	100	6.67
Students Receiving Migrant Education Services	--	--	--	--

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 2018-19)

Parent involvement and communication are essential to student success. Sheridan Elementary School strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, chaperone field trips, and serve as room parents.

Parents may also serve on advisory committees and leadership teams, including: the Parent Teacher Club (P.T.C.); the School Site Council (SSC); English Learner Advisory Committee (ELAC), which meets a minimum of 5 times a school year. Home and school communication is enhanced through newsletters, parent-teacher conferences; held in the Fall, the student/parent handbook, the school website, student report cards and other regular communication activities including a phone messaging system.

Parents who would like more information on how to become involved may contact Principal Linda Klein at (559) 305-7260.

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

Safety of students and staff is a primary concern of Sheridan Elementary School. All students have an emergency card on file that contains such information as emergency phone contacts, medical allergies, and other information that would be vital in an unexpected situation. Before, during, and after school, the campus is monitored by campus supervisor(s) and assigned staff. All visitors must sign in at the office.

The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in August 2018 and discussed with staff in August 2018. An updated copy is available to the public at the school office.

The school disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.7	5.7	5.4
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.72
Psychologist	.20
Social Worker	0
Nurse	.40
Speech/Language/Hearing Specialist	.50
Resource Specialist (non-teaching)	0
Other	1
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	23	25		1		5	3	4			
1	26	23	22				3	4	3			
2	25	28	22				3	3	4			
3	27	26	26				4	3	3			
4	30	32	26				3	3	3			
5	32	30	31				3	3	3			

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

Professional Development provided for Teachers

Professional development at Sheridan Elementary School is designed to meet the individual needs of teachers as well as broader school concerns derived from our assessment data. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities. For the 2016-2017, 2017-2018, 2018-2019 school years, Sheridan Elementary School emphasized collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program, with emphasis on instructing English Language Learners. Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Our teachers have received training in preparation for the implementation of Common Core State Standards (CCSS). The last 3 years, the district has provided nine days of professional development. Some professional development days have been dedicated training teachers how to teach writing. Also, early release days provide time for quality professional development specific to effective teaching of the new state standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,911	\$47,547
Mid-Range Teacher Salary	\$65,440	\$74,775
Highest Teacher Salary	\$95,540	\$93,651
Average Principal Salary (ES)	\$114,784	\$116,377
Average Principal Salary (MS)	\$118,683	\$122,978
Average Principal Salary (HS)	\$135,288	\$135,565
Superintendent Salary	\$259,149	\$222,853
Percent of District Budget		
Teacher Salaries	29.0	35.0
Administrative Salaries	6.0	6.0

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

Types of Services Funded

State Lottery and Title I Part A; Funds -Help to fund Save The Children; Migrant Education services; and Special Education services.

CA (CSR) Class Size Reduction provided in grades T-Kindergarten-3rd grade.

After School Education (ASES) After school support is provided to students daily from 3:00 p.m.-6:00 p.m.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,670.27	\$317.04	\$5,353.23	\$68,748.27
District	◆	◆	\$7,162.06	\$71,416
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-28.9	-3.8
Percent Difference: School Site/ State			-28.4	-10.7

* Cells with ◆ 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Sheridan Elementary School	2014-15	2015-16	2016-17
Dropout Rate			
Graduation Rate			
Kings Canyon Joint Unified School District	2014-15	2015-16	2016-17
Dropout Rate	0.8	2.1	3.2
Graduation Rate	93.9	93.7	79.0
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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.