



# Sheridan Elementary School

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

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Kings Canyon Joint Unified School District

675 W. Manning Avenue  
Reedley, CA 93654  
559.305.7010

#### District Governing Board

Floyd Smith

Robin Tyler

Manuel Ferreira

Noel Remick

Sarah Rola

Clotilda Mora

Connie Brooks

#### District Administration

Juan Garza  
Superintendent

John Campbell  
Deputy Superintendent, Human Resources

Dr. John Quinto  
Assistant Superintendent, Business Services

Monica Benner  
Assistant Superintendent, Curriculum and Instruction

Sheila Wiebe  
Administrator, Educational Programs

Mary Ann Carousso  
Administrator, Student Services

### What is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC is an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2012-13 school year or the two preceding years (2011-12 or 2010-11). Single year column headings in tables refer to the ending school year for that particular period. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines. Additional copies of this SARC may be obtained from the school office or from the district's web site at: [www.kcusd.com](http://www.kcusd.com)

### School Description

Sheridan Elementary School opened in 1966 and is located in Orange Cove. The school served 580 students in grades K-5 during the 2013-14 school year and included a staff of 21 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.

### District Profile

Located in Fresno County, Kings Canyon Unified School District (KCUSD) serves a geographical area covering more than 600 square miles. This region includes three population centers: the mountain area of Squaw Valley, Dunlap, and Miramonte; Orange Cove; and Reedley. Parts of Kings Canyon National Park also reside within the boundaries of the district. KCUSD is comprised of 8 elementary schools, 4 K-8 schools, 3 middle schools, 2 comprehensive high schools, 1 continuation high school, 1 online Charter High School, Reedley High School Middle College, and 1 adult school.

### District Mission

KCUSD maintains high expectations and standards for the academic and social development of all students. The KCUSD Mission focuses on high student achievement, excellence in teaching, leadership and accountability, financial stability, and public confidence.

Juan Garza, Superintendent

## 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 (559) 305-7260.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	84
Gr. 1	104
Gr. 2	79
Gr. 3	96
Gr. 4	87
Gr. 5	96
<b>Total</b>	<b>546</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.5
Filipino	0.0
Hispanic or Latino	98.4
Native Hawaiian/Pacific Islander	0.0
White	0.9
Two or More Races	0.0
Socioeconomically Disadvantaged	97.1
English Learners	57.3
Students with Disabilities	3.7

## 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	22	22	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	454
Without Full Credential	◆	◆	10
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	100.00	0.00
Districtwide		
All Schools	75.67	24.33
High-Poverty Schools	75.67	24.33
Low-Poverty Schools	0.00	0.00

\* 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)**

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: October 8, 2014**

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

**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.

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 to assist 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: 11/20/14**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		Need to Replace Carpet in room 7
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		Old buildings, however functional
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		Functional restrooms, however outdated. Low water pressure in corridor drinking fountain, work order in place
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		Intrusion Keypad to be checked by Liberty Alarm Company
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]		Portable restroom doors rusted Need to be replaced(spring broken)
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	25	44	54	54	56	51	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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	48	50	52	48	52	49	54	56	55
Math	59	61	69	46	48	45	49	50	50
HSS				37	37	40	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	4	4	5
Similar Schools	9	7	8

\* 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

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.0	10.0	2.2

\* 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	51	
All Student at the School	54	
Male	62	
Female	47	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	54	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	53	
English Learners	17	
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	14	7	29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	7	31
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	14	7	28
English Learners	9	11	27
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

Parent involvement and communication are essential to our school success. Sheridan Elementary School continually 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 (PTC); 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 School Climate State Priority (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 and wear appropriate identification while on campus.

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 2014 and discussed with staff in August 2014. 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	11-12	12-13	13-14
Suspensions Rate	0.0	0.3	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.9	3.9	5.4
Expulsions Rate	0.0	0.0	0.0
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	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		64.7

\* 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)	0
Library Media Services Staff (Paraprofessional)	.71875
Psychologist	.20
Social Worker	1
Nurse	.40
Speech/Language/Hearing Specialist	.50
Resource Specialist	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												
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.	26	25	21	0		1	4	5	3	0		
Gr. 1	26.8	20	26	0	1		4	4	4	0		
Gr. 2	22.5	27	26	1			3	4	3	0		
Gr. 3	31.7	22	32	0	1		3	2	3	0		
Gr. 4	36	32	29	0			0	3	3	2		
Gr. 5	30.7	28	32	0			3	3	3	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	\$38,672	\$41,243
Mid-Range Teacher Salary	\$58,321	\$64,893
Highest Teacher Salary	\$82,268	\$83,507
Average Principal Salary (ES)	\$98,864	\$103,404
Average Principal Salary (MS)	\$96,916	\$109,964
Average Principal Salary (HS)	\$109,095	\$120,078
Superintendent Salary	\$184,783	\$183,557
Percent of District Budget		
Teacher Salaries	35	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/](http://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	\$2,855	\$570	\$2,285	57989
District	♦	♦	\$2,774	\$63,621
State	♦	♦	\$4,690	\$67,762
Percent Difference: School Site/District			-17.6	-9.3
Percent Difference: School Site/ State			-58.7	-13.6

**Types of Services Funded at Sheridan Elementary School**

General Fund  
 State Lottery  
 CA (CSR) Class Size Reduction  
 Economic Impact Aide (EIA)  
 School Library and Improvement  
 After School Education (ASES)

Title I Part A  
 Migrant Education Services  
 IDEA Special Education Services  
 Save The Children

**Professional Development provided for Teachers at Sheridan Elementary School**

Professional development at Sheridan Elementary School is designed to meet the individual needs of teachers as well as broader school concerns we noted 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 2013-2014-school year, 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). In the last 3 years, the district has provided nine days Buy-back days. Also, early release days provide time for quality professional development specific to effective teaching of (CCSS).