



Sheridan Elementary School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Kings Canyon Joint Unified School District

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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 Carouso
Administrator, Student Services

School Description

Sheridan Elementary School opened in 1966 and is located in Orange Cove. The school served 570 students in grades TK-5 during the 2014-15 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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 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/>.
- 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/guardians and community members should contact the school at (559) 305-7260 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	71
Grade 2	113
Grade 3	90
Grade 4	94
Grade 5	92
Total Enrollment	560

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.5
Hispanic or Latino	98
White	1.3
Socioeconomically Disadvantaged	97.7
English Learners	59.5
Students with Disabilities	3.6

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	13-14	14-15	15-16
With Full Credential	22	23	21
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	376
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sheridan Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	84.6	15.4
High-Poverty Schools	84.6	15.4
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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, 2015

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%

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. 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: 11/03/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Need to place blinds in classrooms. Blinds in order
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Functional restroom. Exterior water fountain leaking. work order in progress
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Roof leak in room 21. Work order in place.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		rusted portable restroom door.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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], Science California Standards Tests); 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.30	15.60	18.90

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	28	37	44
Math	16	22	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44	54	34	55	51	45	59	60	56

* Results are for 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.

2014-15 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	45
All Student at the School	34
Male	33
Female	35
Asian	--
Filipino	--
Hispanic or Latino	36
White	--
Socioeconomically Disadvantaged	--
English Learners	5
Students with Disabilities	36
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	89	88	98.9	58	26	15	1
	4	92	91	98.9	47	22	19	12
	5	92	91	98.9	41	23	25	11
Male	3	89	37	41.6	57	24	16	3
	4	92	44	47.8	45	20	18	16
	5	92	54	58.7	46	19	31	4
Female	3	89	51	57.3	59	27	14	0
	4	92	47	51.1	49	23	19	9
	5	92	37	40.2	32	30	16	22
Asian	5	92	1	1.1	--	--	--	--
Filipino	5	92	2	2.2	--	--	--	--
Hispanic or Latino	3	89	83	93.3	55	28	16	1
	4	92	90	97.8	48	21	19	12
	5	92	87	94.6	40	22	26	11
White	3	89	5	5.6	--	--	--	--
	4	92	1	1.1	--	--	--	--
	5	92	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	89	86	96.6	59	24	15	1
	4	92	88	95.7	48	22	18	13
	5	92	87	94.6	40	22	26	11
Students with Disabilities	3	89	3	3.4	--	--	--	--
	4	92	4	4.3	--	--	--	--
	5	92	5	5.4	--	--	--	--
Students Receiving Migrant Education Services	3	89	3	3.4	--	--	--	--
	4	92	5	5.4	--	--	--	--
	5	92	9	9.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	89	88	98.9	53	32	15	0
	4	92	91	98.9	41	44	12	3
	5	92	91	98.9	55	29	5	11
Male	3	89	38	42.7	53	29	18	0
	4	92	44	47.8	36	43	14	7
	5	92	54	58.7	59	26	6	9
Female	3	89	50	56.2	54	34	12	0
	4	92	47	51.1	45	45	11	0
	5	92	37	40.2	49	32	5	14
Asian	5	92	1	1.1	--	--	--	--
Filipino	5	92	2	2.2	--	--	--	--
Hispanic or Latino	3	89	83	93.3	53	31	16	0
	4	92	90	97.8	40	44	12	3
	5	92	87	94.6	56	28	5	11
White	3	89	5	5.6	--	--	--	--
	4	92	1	1.1	--	--	--	--
	5	92	1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3	89	85	95.5	53	32	15	0
	4	92	88	95.7	41	44	11	3
	5	92	87	94.6	55	29	5	11
Students with Disabilities	3	89	3	3.4	--	--	--	--
	4	92	4	4.3	--	--	--	--
	5	92	5	5.4	--	--	--	--
Students Receiving Migrant Education Services	3	89	3	3.4	--	--	--	--
	4	92	5	5.4	--	--	--	--
	5	92	9	9.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

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 student 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 2015 and discussed with staff in August 2015. 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	2012-13	2013-14	2014-15
Suspensions Rate	0.32	0.00	0.34
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 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	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	25	21	25		1	1	5	3	3			
1	25	26	24				4	4	3			
2	27	26	23				4	3	5			
3	32	32	30				2	3	3			
4	32	29	31				2	3	3	1		
5	28	32	31				3	3	3			

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	.60
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.

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 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 2014-2015-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 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
Percent of District Budget		
Teacher Salaries	32%	39%
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

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 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 2013-14 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	\$77,927
District	♦	♦	\$2,774	\$64,663
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-17.6	17.8
Percent Difference: School Site/ State			-58.7	-13.6

* Cells with ♦ do not require data.