# Sheldon Elementary School
## School Accountability Report Card
## Reported Using Data from the 2013-14 School Year
### Published During 2014-15

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 principal or the district office.

## About This School

**Contact Information (Most Recent Year)**

| School Contact Information | |
|---|---|
| **School Name** | Sheldon Elementary School |
| **Street** | 2601 May Road |
| **City, State, Zip** | Richmond, CA 94803 |
| **Phone Number** | (510) 231-1414 |
| **Principal** | Sonja L. Bell |
| **E-mail Address** | slbell@wccusd.net |
| **Web Site** | http://www.wccusd.net/site/Default.aspx?PageID=1205 |
| **CDS Code** | 07-61796-6004964 |

| District Contact Information | |
|---|---|
| **District Name** | West Contra Costa Unified School District |
| **Phone Number** | (510) 231-1100 |
| **Superintendent** | Dr. Bruce Harter |
| **E-mail Address** | bharter@wccusd.net |
| **Web Site** | www.wccusd.net |

## School Description and Mission Statement (Most Recent Year)

Sheldon Elementary School believes that every child can and will succeed in ways that reflect his or her own unique aptitude and interests. We believe that student achievement is attained through challenging, rigorous standards based instruction. With the belief that education is a life-long process that begins in early childhood and proceeds through adulthood, all stake holders are invested in the advancement of all children. Academic achievement is acknowledged and celebrated as our core group of teachers set the bar high and are tireless in providing explicit direct instruction. We incorporate a myriad of strategies to activate student knowledge through culturally responsive and pedagogically sound practices with fidelity.

## Student Enrollment by Grade Level (School Year 2013-14)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 46 |
| Grade 1 | 54 |
| Grade 2 | 62 |
| Grade 3 | 58 |
| Grade 4 | 48 |
| Grade 5 | 46 |
| Grade 6 | 53 |
| Total Enrollment | 367 |

## Student Enrollment by Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 27.5 |
| American Indian or Alaska Native | 0.0 |
| Asian | 15.5 |
| Filipino | 4.4 |
| Hispanic or Latino | 33.5 |
| Native Hawaiian orPacific Islander | 3.5 |
| White | 14.2 |
| Two or More Races | 1.4 |
| Socioeconomically Disadvantaged | 69.5 |
| English Learners | 28.6 |
| Students with Disabilities | 10.6 |

# 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**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| **With Full Credential** | 17 | 15 | 17 | 17 |
| **Without Full Credential** | 0 | 0 | 0 | 0 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| **Misassignments of 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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 100.00 | 0.00 |
| **All Schools in District** | 95.82 | 4.18 |
| **High-Poverty Schools in District** | 95.70 | 4.30 |
| **Low-Poverty Schools in District** | 99.07 | 0.93 |

Note: 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)**

**Year and month in which data were collected:**

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Macmillan/McGraw-Hill, California Treasures (K-6) Prentice Hall Copper 6th Grade | Yes | 0% |
| **Mathematics** | Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill | Yes | 0% |
| **Science** | Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade) | Yes | 0% |
| **History-Social Science** | Elementary Social Science: Macmillan/McGraw Hill California Vistas | Yes | 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Sheldon was constructed in the mid 1950s. The school has undergone a complete remodernization, including the addition of a new wing. We also have a renovated playground that includes basketball courts, play structures, and a soccer field with a PAR track.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: December 2014 | | | | |
|---|---|---|---|---|
| **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] | [ ] | Replace class paper towel holder, repair wall paper at front entrance of time out room (work orders submitted) |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | |
| **Electrical:** Electrical | [ ] | [X] | [ ] | Repair hand dryer (work order submitted) |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | Repair hand dryer, replace paper towel holder, repair drinking fountain (work orders submitted) |
| **Safety:** Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [X] | [ ] | [ ] | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [X] | [ ] | Replace or repair exterior door, paint all exterior wind sills (work orders submitted) |

**Overall Facility Rating (Most Recent Year)**

| | **Exemplary** | **Good** | **Fair** | **Poor** |
|---|---|---|---|---|
| **Overall Rating** | [ ] | [ ] | [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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **Science (grades 5, 8, and 10)** | 75 | 38 | 59 | 45 | 47 | 49 | 60 | 59 | 60 |

Note: Science 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| **All Students in the LEA** | 49 |
| **All Student at the School** | 59 |
| **Male** | 71 |
| **Female** | 45 |
| **Black or African American** | |
| **American Indian or Alaska Native** | |
| **Asian** | 82 |
| **Filipino** | |
| **Hispanic or Latino** | 57 |
| **Native Hawaiian or Pacific Islander** | |
| **White** | |
| **Two or More Races** | |
| **Socioeconomically Disadvantaged** | 58 |
| **English Learners** | |
| **Students with Disabilities** | |
| **Students Receiving Migrant Education Services** | |

Note: 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.

**Standardized Testing and Reporting 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 | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| **English-Language Arts** | 50 | 49 | 44 | 41 | 43 | 42 | 54 | 56 | 55 |
| **Mathematics** | 59 | 59 | 53 | 37 | 38 | 38 | 49 | 50 | 50 |
| **History-Social Science** | | | | 28 | 30 | 32 | 48 | 49 | 49 |

Note: 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 | 5 | 3 |
| **Similar Schools** | 7 | 7 | 6 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 |
| **All Students at the School** | 36 | 16 | -33 |
| **Black or African American** | 31 | 48 | -30 |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 40 | -20 | -16 |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | 36 | 19 | |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | 32 | 9 | -28 |
| **English Learners** | 49 | 5 | -17 |
| **Students with Disabilities** | | | |

Note: "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.

## State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **5** | 29.5 | 18.2 | 4.5 |

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.

# 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 (Most Recent Year)**

PARENT-TEACHER ASSOCIATION / PARENT INVOLVEMENT PROGRAMS
- Science Fair
- Scripps National Spelling Bee
- Kindergarten Orientation
- Book Fairs
- Open House
- Back to School Night
- Welcome to Sheldon by the PTA
- Achievement Awards Ceremony
- Honor Roll Breakfast or Event
- Ice Cream Social
- Shark Fest

Afterschool Program:
- Girl Scouts

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

## 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.

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **Suspensions** | 4.4 | 4.2 | 4.5 | 10.8 | 10.2 | 6.6 | 5.7 | 5.1 | 4.4 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**School Safety Plan (Most Recent Year)**

Monthly fire drills are conducted. Emergency folders are placed near classroom exits. The folders contain maps of designated emergency locations, student contact information, procedural information, and lists of teacher responsibilities. Each teacher and a designated back-up student are responsible for taking the folder in an emergency.

PlayWorks and grade level recess duty provides student activities before class as well as our lunch program; the school does not provide supervision after school. Prior to school the primary students wait in a designated area for their teachers to arrive. The teachers pick up the students at 8:30. There is a 5 minute warning bell at 8:25. The upper-grade students all meet in the multi-purpose room if there are unfavorable weather conditions.

Sheldon has a Disaster and Safety Committee.  This is comprised of teachers who have designated jobs in case of a disaster. Each classroom is equipped with an Emergency Backpack that provides food, water and other emergency including toileting. Each teacher is also equipped with a purple envelop with student information. There are additional supplies incase of evacuation.

Sheldon staff has developed a school-wide discipline policy that all use.  Students are informed of the rules and consequences through classroom discussions and grade level assemblies. It is also outlined in the Sheldon Student Handbook that goes home each September or when a new student enrolls. Sheldon also uses school wide strategies for BEST to promote and model positive behavior in all students. Sheldon motto for SHARKS: Show respect/Help others/Accept others/Responsibility/Kind words/Self-motivated....GO SHARKS!

# 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.

**Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)**

| 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** | | |

**Federal Intervention Program (School Year 2014-15)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | In PI |
| **First Year of Program Improvement** | | 2004-2005 |
| **Year in Program Improvement*** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | --- | 23 |
| **Percent of Schools Currently in Program Improvement** | --- | 82.1 |

Note: Cells with "---" do not require data.
* 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.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| **K** | 22 | 3 | 0 | 0 | 28 | | 2 | | 23 | | 2 | |
| **1** | 20.3 | 3 | 0 | 0 | 17 | 1 | 3 | | 18 | 1 | 2 | |
| **2** | 21 | 3 | 0 | 0 | 14 | 3 | 2 | | 16 | 3 | 1 | |
| **3** | 22.5 | 1 | 1 | 0 | 19 | 1 | 2 | | 19 | 1 | 2 | |
| **4** | 24.5 | 0 | 2 | 0 | 16 | 2 | | 1 | 24 | | 2 | |
| **5** | 31.5 | 0 | 2 | 0 | 14 | 3 | 1 | | 23 | 1 | | 1 |
| **6** | 23.5 | 1 | 1 | 0 | 20 | 1 | 2 | | 27 | 1 | | 1 |
| **Other** | | | | | | | | | | | | |

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

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 0 | |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 0 | --- |
| **Library Media Services Staff (Paraprofessional)** | .20 | --- |
| **Psychologist** | .20 | --- |
| **Social Worker** | | --- |
| **Nurse** | | --- |
| **Speech/Language/Hearing Specialist** | 1.00 | --- |
| **Resource Specialist** | .50 | --- |
| **Other** | | --- |

Note: Cells with "---" do not require data. 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.

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

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $6,983.12 | $2,395.60 | $4,587.52 | $63,245.06 |
| **District** | --- | --- | $5,547.14 | $57,253 |
| **Percent Difference: School Site and District** | --- | --- | -17.3 | 14.8 |
| **State** | --- | --- | $4,690 | $70,720 |
| **Percent Difference: School Site and State** | --- | --- | -17.1 | -9.3 |

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Programs and Services available at Sheldon school include:
- ESEA Title I
- Economic Impact Aid
- 21st Century Cohort4
- Special Ed-E
- Gifted & Talented Ed-E
- SIP
- SLIB

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $36,777 | $41,761 |
| **Mid-Range Teacher Salary** | $56,678 | $66,895 |
| **Highest Teacher Salary** | $75,980 | $86,565 |
| **Average Principal Salary (Elementary)** | $87,412 | $108,011 |
| **Average Principal Salary (Middle)** | $92,657 | $113,058 |
| **Average Principal Salary (High)** | $103,480 | $123,217 |
| **Superintendent Salary** | $227,250 | $227,183 |
| **Percent of Budget for Teacher Salaries** | 31 | 38 |
| **Percent of Budget for Administrative Salaries** | 5 | 5 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

**Professional Development**

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

Teachers are informed of the various opportunities for professional development and encouraged to attend. Many at Sheldon have taken additional classes. Some of the topics have been: Math with Phil and Drew, Differentiation with Ed Services; Whole Brain Teaching strategies; in addition to district provided professional development, Sheldon teachers take the lead in providing staff development in areas that support our CCSS focus and from disaggregated student data.

Teachers collaborate on a regular basis and discuss teaching techniques. A major focus is on Language Arts and coordinating ELD strategies into the curriculum. They also meet to review testing and develop pacing in both ELA and Math.