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Sheldon Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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 principal or the district office.

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 This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sheldon Elementary School
Street	2601 May Road
City, State, Zip	Richmond, CA 94803-3196
Phone Number	(510) 231-1414
Principal	Melissa R. Sigars
E-mail Address	melissa.sigars@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1205
Grades Served	K-6
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 2014-15)

Grade Level	Number of Students
Kindergarten	63
Grade 1	53
Grade 2	63
Grade 3	64
Grade 4	59
Grade 5	49
Grade 6	50
Total Enrollment	401

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	27.2
American Indian or Alaska Native	0.2
Asian	13.5
Filipino	4.2
Hispanic or Latino	34.7
Native Hawaiian or Pacific Islander	2.2
White	11.5
Two or More Races	1.7
Socioeconomically Disadvantaged	64.1
English Learners	27.7
Students with Disabilities	13.2
Foster Youth	0.7

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	17	20	20
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

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)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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: July 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		Remove graffiti from above main office doors (work completed). Remove time-out room in room 18 (work order submitted). Remove excess furniture crowding classroom (work order submitted).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking fountains plugged up (work completed). Toilet paper roll holder missing (work completed). Paper towel holder does not work (work completed). No power to the exhaust fan (work completed).
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Kindergarten playground mats need repaired (work order submitted). Lower playground repair broken bench pieces (work order submitted). Storm drains are loose (work completed).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	31	32	44
Mathematics	31	22	33

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.

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

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	65	61	93.8	41	23	26	10
	4	61	58	95.1	43	29	21	3
	5	49	48	98.0	48	27	17	8
	6	50	50	100.0	34	26	28	10
Male	3		28	43.1	46	25	21	7
	4		26	42.6	54	31	12	4
	5		27	55.1	56	30	11	4
	6		29	58.0	38	28	28	3
Female	3		33	50.8	36	21	30	12
	4		32	52.5	34	28	28	3
	5		21	42.9	38	24	24	14
	6		21	42.0	29	24	29	19
Black or African American	3		24	36.9	46	21	33	0
	4		15	24.6	60	13	27	0
	5		14	28.6	71	21	7	0
	6		9	18.0	--	--	--	--
Asian	3		6	9.2	--	--	--	--
	4		10	16.4	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		8	16.3	--	--	--	--
	6		10	20.0	--	--	--	--
Filipino	3		2	3.1	--	--	--	--
	4		3	4.9	--	--	--	--
	5		1	2.0	--	--	--	--
	6		2	4.0	--	--	--	--
Hispanic or Latino	3		20	30.8	45	20	20	15
	4		22	36.1	50	18	18	5
	5		17	34.7	47	35	18	0
	6		20	40.0	50	20	25	0
Native Hawaiian or Pacific Islander	3		1	1.5	--	--	--	--
	4		2	3.3	--	--	--	--
	5		3	6.1	--	--	--	--
	6		1	2.0	--	--	--	--
White	3		8	12.3	--	--	--	--
	4		5	8.2	--	--	--	--
	5		4	8.2	--	--	--	--
	6		7	14.0	--	--	--	--
Two or More Races	4		1	1.6	--	--	--	--
	5		1	2.0	--	--	--	--
	6		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		38	58.5	45	24	26	5
	4		45	73.8	51	22	20	2
	5		36	73.5	50	22	17	11
	6		32	64.0	41	28	25	6
English Learners	3		20	30.8	45	35	20	0
	4		18	29.5	44	39	6	0
	5		13	26.5	62	15	15	8
	6		9	18.0	--	--	--	--
Students with Disabilities	3		10	15.4	--	--	--	--
	4		9	14.8	--	--	--	--
	5		9	18.4	--	--	--	--
	6		2	4.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 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.

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

| 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	65	62	95.4	27	26	26	21
	4	61	58	95.1	33	36	26	5
	5	49	48	98.0	67	19	10	4
	6	50	49	98.0	41	29	14	14
Male	3		29	44.6	24	34	28	14
	4		26	42.6	38	35	19	8
	5		27	55.1	59	26	7	7
	6		28	56.0	43	29	11	14
Female	3		33	50.8	30	18	24	27
	4		32	52.5	28	38	31	3
	5		21	42.9	76	10	14	0
	6		21	42.0	38	29	19	14
Black or African American	3		25	38.5	24	48	24	4
	4		15	24.6	47	40	13	0
	5		14	28.6	79	21	0	0
	6		9	18.0	--	--	--	--
Asian	3		6	9.2	--	--	--	--
	4		10	16.4	--	--	--	--
	5		8	16.3	--	--	--	--
	6		10	20.0	--	--	--	--
Filipino	3		2	3.1	--	--	--	--
	4		3	4.9	--	--	--	--
	5		1	2.0	--	--	--	--
	6		2	4.0	--	--	--	--
Hispanic or Latino	3		20	30.8	35	20	20	25
	4		22	36.1	23	41	32	5
	5		17	34.7	76	12	12	0
	6		19	38.0	53	26	5	11
Native Hawaiian or Pacific Islander	3		1	1.5	--	--	--	--
	4		2	3.3	--	--	--	--
	5		3	6.1	--	--	--	--
	6		1	2.0	--	--	--	--
White	3		8	12.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		5	8.2	--	--	--	--
	5		4	8.2	--	--	--	--
	6		7	14.0	--	--	--	--
Two or More Races	4		1	1.6	--	--	--	--
	5		1	2.0	--	--	--	--
	6		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	3		38	58.5	34	29	24	13
	4		45	73.8	40	33	22	4
	5		36	73.5	69	14	11	6
	6		32	64.0	47	28	16	6
English Learners	3		20	30.8	30	15	30	25
	4		18	29.5	39	39	22	0
	5		13	26.5	92	8	0	0
	6		9	18.0	--	--	--	--
Students with Disabilities	3		10	15.4	--	--	--	--
	4		9	14.8	--	--	--	--
	5		9	18.4	--	--	--	--
	6		2	4.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 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.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38	59	29	46	48	46	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	29
Male	33
Female	23
Black or African American	14
Asian	--
Filipino	--
Hispanic or Latino	23
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	15
Students with Disabilities	25
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	27.10	20.80	4.20

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
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:
YMCA

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).

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.18	4.52	0.45	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

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 am. There is a 5 minute warning bell at 8:25 am. 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 toiletries. Each teacher is also equipped with a purple envelop with student information. There are additional supplies in case 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	28		2		23		2		17	3	1	
1	22		2		27		2		25		2	
2	22	1	3		20	2	1		25		2	
3	20	1	2		20	1	2		20	1	3	
4	33			1	24		2		30		2	
5	31		2		33			1	33			1
6	23	1	2		33			2	33			2

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.575	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.00	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7464.49	$5348.20	$2116.29	$48072.02
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-78.0	-14.7
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-60.4	-34.1

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and Services available at Sheldon school include:

ESEA Title I
Economic Impact Aid
21st Century Cohort 4
Special Ed-E
Gifted & Talented Ed-E
SIP
SLIB

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
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 (Most Recent Three Years)

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.