Kindergarten	67
Grade 1	48
Grade 2	50
Grade 3	46
Grade 4	56
Grade 5	38
Grade 6	61
Total Enrollment	366

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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.
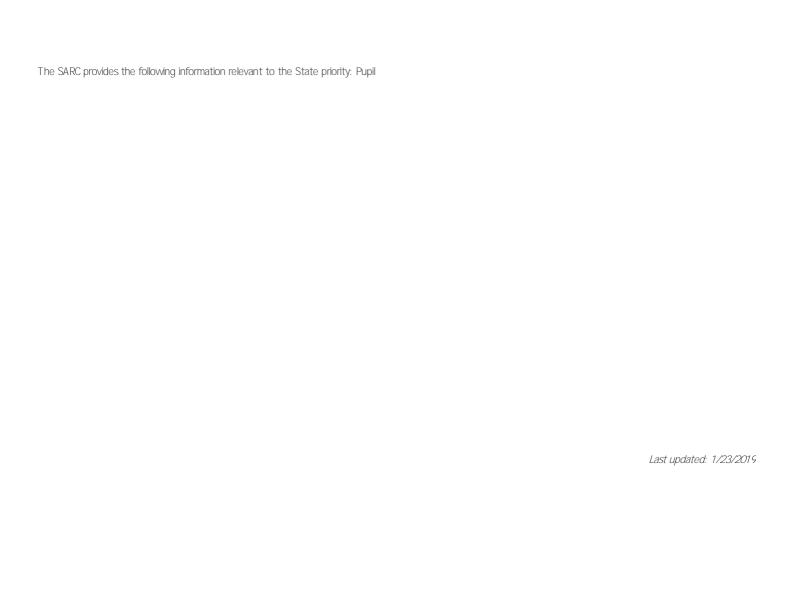
Year and month in which the data were collected: October 2018

Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0%
Foreign Language	N/A		0.0%
%			

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

Last updated: 6/1/2019

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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 school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report: January 2019

Year and month of the most recent FIT report: January 2019

The SARC provides the following information relevant to the State priority: Pupil

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

All Students	207	204	98.55%	30.54%
Male	99	99	100.00%	20.20%
Female	108	105	97.22%	40.38%
Black or African American	56	54	96.43%	24.53%
American Indian or Alaska Native				
Asian	22	22	100.00%	40.91%
Filipino	11	11	100.00%	63.64%
Hispanic or Latino	83	82	98.80%	23.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	25	25	100.00%	48.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

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Note at Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the S uchie o

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

- Pupil outcomes in the subject area of physical education

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 s

Last updated: 1/23/2019

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Last updated: 1/23/2019

The following are programs/services available at the school that support and assist students:

- YMCA OF THE EAST BAY
- CHARLOTTE KNOX EDUCATIONAL ASSOC IN
- DREAMBOX LEARNING INC
- EMPOWERING PARENTS
- GREENFIELD LEARNING INC
- STUDY TRIPS

Last updated: 1/10/2019

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

Last updated: 1/23/2019

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, 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 teachers at Sheldon have taken additional classes. Some of the topics have been: Cognitive Guided Instruction (CGI) Math, Asilomar Math Conference, Writer's Workshop, Charlotte Knox Writing consultation and collaboration, 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. They also meet to review testing and develop pacing in both ELA and Math.

Last updated: 11/29/2018