

## California Department of Education School Accountability Report Card

Reported Using Data from the 2023 - 2024 School Year  
Published During 2024 - 2025

**For: Sheldon High School**

**Address:** 8333 Kingsbridge Dr, Sacramento, CA 95829  
**Principal:** Leticia Bucio

**Phone:** 916-681-7500  
**Grade Span:** 9-12

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 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 and the county. 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu>.

## About This School

### District Contact Information (School Year 2024 - 2025)

<b>District Name</b>	Elk Grove Unified
<b>Phone Number</b>	(916) 686-5085
<b>Web Site</b>	<a href="http://www.egusd.net">www.egusd.net</a>
<b>Superintendent</b>	Christopher R. Hoffman
<b>E-mail Address</b>	<a href="mailto:choffman@egusd.net">choffman@egusd.net</a>

### School Contact Information (School Year 2024 - 2025)

<b>School Name</b>	Sheldon High School
<b>Street</b>	8333 Kingsbridge Dr
<b>City, State, Zip</b>	Sacramento, CA 95829
<b>Phone Number</b>	916-681-7500
<b>Principal</b>	Leticia Bucio
<b>E-mail Address</b>	<a href="mailto:lbucio@egusd.net">lbucio@egusd.net</a>
<b>Web Site</b>	<a href="http://shs.egusd.net">http://shs.egusd.net</a>
<b>Grade Span</b>	9th Grade - 12th Grade
<b>County-District-School(CDS) Code</b>	34673143430618

### School Description and Mission Statement (School Year 2024 - 2025)

Sheldon High School is widely recognized as a pillar of academic achievement, community involvement, and cultural diversity. Our commitment to students is that we foster an inclusive environment that offers rigorous curriculum and encourages students to engage in both academic and extracurricular activities. One of the key hallmarks of Sheldon is its dedication to academic rigor and high standards. We offer a broad range of courses, including honors and Advanced Placement(AP) classes. Challenging courses in English, Math, Science, History and Foreign Languages allow students to engage in college level material and earn college credit before graduation. In addition to STEM programs, Sheldon offers a wide variety of courses in the humanities, arts, and social sciences. Students can explore their creative talents through art, music, and theater programs or join one of our many sports teams which creates an environment of highly motivated students who excel and make the most of their educational experience. The courses we offer help students develop critical thinking, communication, and problem-solving skills that are essential for success in both higher education and the workforce. In addition Sheldon emphasizes STEM (Science, Technology, Engineering, and Mathematics) education offering programs and electives in fields like robotics, computer science, and engineering. This focus on STEM subjects equips students with the skills needed to succeed as well. We are deeply committed to providing all students, regardless of background, with equal access to opportunities that lead to their success. Our dedicated staff work collaboratively to ensure that every student receives the support they need to achieve their personal and academic goals. This includes providing individualized learning strategies, counseling services, and academic intervention programs that are designed to meet the diverse needs of our student body. One of our proudest accomplishments is the strong sense of community that exists at Sheldon High School. Our staff members are passionate about building meaningful relationships with students, and we prioritize fostering a safe, respectful, and inclusive environment where every student feels valued. Please feel free to visit [www.sheldonhuskies.com](http://www.sheldonhuskies.com) for more information.

Leticia Bucio, Principal  
Sheldon High School

### Student Enrollment by Grade Level (School Year 2023 - 2024)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	527
Grade 10	631
Grade 11	621
Grade 12	636
Total Enrollment	2415

### Student Enrollment by Student Group (School Year 2023 - 2024)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.80%
Asian	35.90%
Black or African American	11.10%
Filipino	6.00%
Hispanic or Latino	25.50%
Native Hawaiian or Pacific Islander	1.60%
Two or More Races	8.50%
White	10.60%
English Learners	11.10%
Foster Youth	0.40%
Homeless	1.40%
Migrant	0.10%
Socioeconomically Disadvantaged	52.30%
Students with Disabilities	11.00%

## 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 Preparation and Placement (School Year 2020 - 2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	99.70	91.74%	2617.20	92.08%	228366.10	83.12%
Intern Credential Holders Properly Assigned	2.40	2.29%	22.10	0.78%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.90	2.75%	44.70	1.57%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	0.92%	54.70	1.93%	12115.80	4.41%
Unknown/Incomplete/NA	2.40	2.27%	103.30	3.64%	18854.30	6.86%
Total Teaching Positions	108.70	100.00%	2842.20	100.00%	274759.10	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

#### Teacher Preparation and Placement (School Year 2021 - 2022)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	109.50	94.59%	2737.20	90.11%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	24.80	0.82%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	2.30%	42.20	1.39%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	0.92%	72.10	2.37%	11953.10	4.28%
Unknown/Incomplete/NA	2.50	2.18%	161.10	5.30%	15831.90	5.67%
Total Teaching Positions	115.70	100.00%	3037.40	100.00%	279044.80	100.00%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teacher Preparation and Placement (School Year 2022 - 2023)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	102.30	90.33%	2764.10	90.32%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.90	1.76%	41.30	1.35%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.40	3.96%	60.90	1.99%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.22%	70.40	2.30%	11746.90	4.23%
Unknown/Incomplete/NA	4.20	3.71%	123.40	4.03%	14303.80	5.15%
Total Teaching Positions	113.20	100.00%	3060.40	100.00%	277698	100%

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020 - 2021	2021 - 2022	2022 - 2023
Permits and Waivers	1.90	1.60	2.9
Misassignments	1.00	0.90	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.90	2.60	4.4

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.60	0.2
Local Assignment Options	0.00	0.40	0
Total Out-of-Field Teachers	1.00	1.00	0.2

### Class Assignments

Indicator	2020 - 2021	2021 - 2022	2022 - 2023
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.30%	0.7%	0.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.10%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024 - 2025)

Year and month in which data were collected: September 3, 2024

Subject		Textbooks and Instructional Materials   Year of Adoption (Translation of textbook names available on request)	
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book</i> 2nd-6th: <i>Literature Anthology, Your Turn Practice Book</i> Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	Yes	0
English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017  10th Honors - <i>Advanced Language &amp; Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2023 Adopted EGUSD 2023  12th - <i>Literature &amp; Composition</i> , Bedford/St. Martins © 2022 Adopted EGUSD 2022	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Oxford University Press © 2020 Adopted EGUSD 2020  <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2019; Adopted EGUSD 2021	Yes	0
Mathematics	All Math books K-12 are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Envision Math</i> , © 2020, © 2021 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2023	Yes	0

Imagine IM Math, © 2024 in grades 7-8 and Reveal Math 1 © 2020 in grade 8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th Imagine IM, Imagine Learning © 2024; Reveal Integrated Math 1, McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th Statistics & Probability with Applications 3e Bedford Freeman & Worth © 2016; PreCalculus with Limits 4e Cengage © 2018 Adopted EGUSD 2018 Reveal IM Math 1-3 McGraw Hill © 2020 Adopted EGUSD 2024	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: Calculus: Graphical, Numerical, Pearson 2016; Practice of Statistics, 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016  Calculus 11th edition, Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: Calculus: Graphical, Numerical, Pearson © 2016 Adopted EGUSD 2016  Mathematics Core Topics SL1 © 2019; Mathematics Core Topics HL1 © 2019; Mathematics Analysis & Approaches SL2 © 2019; Mathematics Analysis & Approaches HL2 © 2019; Mathematics Applications & Interpretation SL2 © 2019, Haese Mathematics Adopted EGUSD 2020	Yes	0
<b>Science</b>	<b>All 2-12 Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
World of Wonders by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - Big Book Package. No student materials. Adopted EGUSD 2016	Yes	0
Amplify Science by Amplify Education © 2019 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Big Book Package (3) 1st - Big Book Package (3) 2nd - Investigation Notebook (3) 3rd - 5th Investigation Notebook (4) Adopted EGUSD 2021	Yes	0
Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - Earth & Space Science 7th - Life Science 8th - Physical Science Adopted EGUSD 2020	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	Chemistry in the Community © 2006, VHPS; Adopted EGUSD 2006  Foundations in Microbiology, McGraw Hill, © 2005 Adopted EGUSD 2008  The Living Earth, © 2019, Physics in the Universe, © 2019, STEMscopes, Experience Chemistry, © 2019 Pearson; Adopted EGUSD 2020  Foundations of Astronomy, Cengage © 2019, Criminalistics, Pearson © 2021, Hole's Essentials of Anatomy & Physiology © 2021, McGraw Hill; Visualizing Environmental Science, McGraw Hill © 2017; Adopted EGUSD 2022	Yes	0



AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Campbell Biology in Focus</i> , Pearson © 2020; <i>Chemistry: A Molecular Approach</i> , Pearson © 2023; <i>Environmental Science for the AP Course</i> , Bedford/St. Martin © 2019; Adopted EGUSD 2022	Yes	0
	<i>College Physics</i> , Cengage © 2023 Adopted EGUSD 2024		
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Standard Level Biology 3e</i> , <i>Higher Level Biology 3e</i> , <i>Standard Level Chemistry 3e</i> , <i>Higher Level Chemistry 3e</i> , Pearson © 2023 Adopted EGUSD 2024	Yes	0
<b>History-Social Science</b>	<b>All 1-12 History-Social Science books are provided one per student.</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History &amp; Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World History Culture &amp; Geography: The Modern World</i> © 2019, <i>United States History &amp; Geography, Continuity &amp; Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020	Yes	0
	<i>Geography Alive! Digital curriculum, TCI</i> Adopted EGUSD 2022		
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Human Geography, A Spatial Perspective</i> © 2021, Cengage; Adopted EGUSD 2022		
	<i>Give Me Liberty!</i> © 2020, W.W. Norton; <i>Ways of the World</i> © 2023, <i>American Government</i> © 2021, <i>Comparative Government</i> © 2023, <i>Krugman's Economics</i> © 2023, Bedford Freeman & Worth; Adopted EGUSD 2023	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017		
	<i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0
	<i>Global Politics</i> , © 2017, Oxford University Press Adopted EGUSD 2022		



Foreign Language	All 7-12 World language books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<p><i>Adventures in Japanese 1 &amp; 2</i>, Cheng &amp; Tsui © 2016; <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Deutsch Aktuell 1,2,3</i>, EMC-Carnegie © 2017; <i>EntreCultures 1,2,3</i>, Wayside © 2020; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>EntreCulturas 1,2,3</i>, Wayside © 2017; <i>EntreCulturas 4</i>, Wayside © 2021 Adopted EGUSD 2021</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>AP Courses: <i>Dekiru!</i>, Cheng &amp; Tsui, © 2017; <i>Neue Blockwinkel</i>, Wayside, © 2017; <i>Imaginez</i>, Vista Higher Learning © 2020; <i>Triangulo A Preciado</i>, Wayside © 2019; <i>Azulejo</i>, Wayside © 2012 Adopted EGUSD 2021</p>	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	<p>IB Courses: <i>French B Course Companion</i>, <i>Spanish B Course Companion</i>, © 2018, Oxford University Press Adopted EGUSD 2019</p> <p><i>Dekiru!</i>, © 2017, Cheng &amp; Tsui Adopted EGUSD 2022</p> <p><i>Adventures in Japanese 3</i>, Cheng &amp; Tsui, © 2018; Adopted EGUSD 2023</p>	Yes	0

Visual and Performing Arts	All students 7-12 have access to appropriate books.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018	Yes	0
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005  <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Glencoe Health</i> , McGraw Hill © 2022 Adopted EGUSD 2021	Yes	0
Science Laboratory Equipment (grades 9-12)			
All 9-12 students utilizing a lab have access to appropriate equipment.			

## School Facility Conditions and Planned Improvements (School Year 2024 - 2025)

Sheldon High School opened in 1997. Facilities include a Building Trades program, 725 seat Performing Arts Center theatre, seven computer labs, art, ceramics, photo and animations classrooms. Our Bio-Tech focus includes college level lab equipment. We have begun our Modernization work Spring 2024 this is scheduled complete for the 25-26 school year. We have 110 teachers and counselors with a focus on college preparation as well as strong Career Technical Education pathways: Business, Building Trades, Bio-Technology, Engineering, Visual and Performing Arts including Animation. We are reviewing for the Facilities Master Plan and will be moving forward with future Modernization including staff parents and students.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA 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 district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

### School Facility Good Repair Status

Year and month of the most recent FIT report : 3/5/2024

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

### Overall Facility

Year and month of the most recent FIT report: 3/5/2024

#### Overall Rating

Exemplary	Good	Fair	Poor
X			

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

The site's head custodian addresses minor repairs while the district maintenance and operations staff work to ensure major repairs are addressed in a timely manner. Deep cleaning takes place during the summer months to make certain the school is ready for the new school year. We are excited about the Measure M funds providing much need improvements. Future Modernization funding is scheduled for 2024, has begun and will be completed in the 25-26 school year.

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 [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).
- The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students 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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing state-administered assessments  
Percentage of Students Meeting or Exceeding the State Standards

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
English Language Arts/Literacy (grades 3-8 and 11)	57%	54%	51%	51%	46%	47%
Mathematics (grades 3-8 and 11)	29%	29%	40%	41%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven  
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	604	569	94.21	5.79	54.13
Female	273	260	95.24	4.76	61.54
Male	331	309	93.35	6.65	47.90
American Indian or Alaska Native	--	--	--	--	--
Asian	197	194	98.48	1.52	64.95
Black or African American	58	50	86.21	13.79	32.00
Filipino	52	51	98.08	1.92	60.78
Hispanic or Latino	160	150	93.75	6.25	39.33
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	64.29
Two or More Races	47	43	91.49	8.51	62.79
White	72	63	87.50	12.50	57.14
English Learners	58	53	91.38	8.62	9.43
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	330	309	93.64	6.36	50.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	40	75.47	24.53	5.00

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment - Grades Three through Eight and Grade Eleven  
(School Year 2023 - 2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	604	571	94.54	5.46	29.42
Female	273	257	94.14	5.86	27.63
Male	331	314	94.86	5.14	30.89
American Indian or Alaska Native	--	--	--	--	--
Asian	197	194	98.48	1.52	45.88
Black or African American	58	51	87.93	12.07	19.61
Filipino	52	51	98.08	1.92	33.33
Hispanic or Latino	160	151	94.38	5.62	13.25
Native Hawaiian or Pacific Islander	14	14	100.00	0.00	28.57
Two or More Races	47	43	91.49	8.51	32.56
White	72	63	87.50	12.50	20.63
English Learners	58	54	93.10	6.90	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	330	311	94.24	5.76	27.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	41	77.36	22.64	2.44

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science for All Students - Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022 - 2023	School 2023 - 2024	District 2022 - 2023	District 2023 - 2024	State 2022 - 2023	State 2023 - 2024
Science (grades 5, 8, and high school)	41.46	42.23	36.18	36.00	30.29	30.73

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight, and High School**  
**(School Year 2023 - 2024)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1212	1159	95.63	4.37	42.23
Female	555	532	95.86	4.14	45.57
Male	657	627	95.43	4.57	39.39
American Indian or Alaska Native	--	--	--	--	--
Asian	442	433	97.96	2.04	54.97
Black or African American	115	99	86.09	13.91	18.18
Filipino	90	86	95.56	4.44	50.00
Hispanic or Latino	306	300	98.04	1.96	26.67
Native Hawaiian or Pacific Islander	25	25	100.00	0.00	48.00
Two or More Races	88	81	92.05	7.95	44.44
White	138	127	92.03	7.97	47.62
English Learners	121	116	95.87	4.13	1.72
Foster Youth	--	--	--	--	--
Homeless	19	17	89.47	10.53	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	661	636	96.22	3.78	39.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	133	107	80.45	19.55	6.60

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



### Career Technical Education (CTE) Programs (School Year 2023 - 2024)

Career Technical Education (CTE) provides opportunities for SHS students to prepare for college, career and life through a Linked Learning approach that integrates rigorous academics, technical skills, relevant real-world experiences, work-based learning opportunities, and wrap-around support to help students develop the 21st-century skills and habits of mind they will need to succeed after graduation. Guidance and career counselors offer support focused on achieving the outcomes described in the EGUSD Graduate Profile. SHS offers the following CTE programs that promote leadership, develop job-related skills, offer work-based learning opportunities, and increase interest in school: California Partnership Academies (CPA), High Quality Career Pathways (HQCP), and Explore CTE Programs. CPAs feature cohort scheduling in CTE and academic core classes, integrated projects, and work-based learning opportunities. HQCPs provide a two-to-three year sequence of CTE courses within a career pathway. Pathway programs offer work-based learning opportunities and industry-recognized certification when available. CTE programs at SHS also allow students to meet graduation and A-G requirements through courses that incorporate state-adopted academic standards. In 2018-19, SHS offered the following CTE programs: Agriculture/FFA (HQCP), Animation (HQCP/Explore), Biotech Academy (CPA), Computer Science, Engineering and Building Trades Academy (HQCP), Graphic Arts (HQCP), Software and Systems Development (HQCP), the VAPA Academy, and the Entrepreneurship Pathway (HQCP). Our Bio-Tech program has received a California Department of Education grant to support internships and mentoring within the Bio-Tech professional community. The California Department of Education named Sheldon High School Visual and Performing Arts department as a MODEL DEMONSTRATION SITE! SHS was the first comprehensive high school to receive this distinction. Individual student assessment of work readiness skills in CTE programs takes place. Our CTE programs are evaluated through multiple measures, including the number of students completing a CTE pathway, graduation rates, A-G completion rates, GPA, and attendance. Our CTE teams complete a rigorous self-reflection process, followed by district certification. The district collects data regarding continued education and employment from students one year after graduation.

### Career Technical Education Participation (School Year 2023 - 2024)

Measure	CTE Program Participation
Number of pupils participating in CTE	1632
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.10%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	53.10%

### Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023 - 2024 Pupils Enrolled in Courses Required for UC/CSU Admission	97.39%
2022 - 2023 Graduates Who Completed All Courses Required for UC/CSU Admission	52.91%

**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 area of physical education.

[California Physical Fitness Test Results \(School Year 2023 - 2024\)](#)

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5					
7					
9	90%	89%	90%	87%	91%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 (School Year 2024 - 2025)

Our school has an active SPAC (Sheldon Parents Advisory Council and School Site Council). Our SPAC, and SSC provides many ways for the community to truly support their students and teachers. Parents can become involved in our school by volunteering with student activities, attending school functions and joining the SPAC. Read about them on our website: [www.sheldonhuskies.com](http://www.sheldonhuskies.com) For more information on parent involvement opportunities, you may contact Venessa Ibarra at 681-7500 or [sheldonvolunteer@gmail.com](mailto:sheldonvolunteer@gmail.com). Parents are always welcome!

## State Priority: Pupil Engagement

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

- High school dropout rates
- High school graduation rates
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Dropout Rate	2.5%	2.2%	1.4%	4.3%	5.2%	4.7%	7.8%	8.2%	8.9%
Graduation Rate	94.7%	95%	96.1%	91.1%	88.9%	90%	87%	86.2%	86.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023 - 2024)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	586	563	96.1
Female	284	276	97.2
Male	302	287	95.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	243	238	97.9
Black or African American	54	49	90.7
Filipino	39	38	97.4
Hispanic or Latino	134	127	94.8
Native Hawaiian or Pacific Islander	13	12	92.3
Two or More Races	38	35	92.1
White	60	59	98.3
English Learners	80	74	92.5
Foster Youth	--	--	--
Homeless	11	8	72.7
Socioeconomically Disadvantaged	398	379	95.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	79	63	79.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### Chronic Absenteeism by Student Group (School Year 2023 - 2024)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2576	2493	408	16.4%
Female	1240	1193	187	15.7%
Male	1336	1300	221	17.0%
Non-Binary	--	--	--	--%
American Indian or Alaska Native	21	21	5	23.8%
Asian	912	891	83	9.3%
Black or African American	298	286	77	26.9%
Filipino	152	150	16	10.7%
Hispanic or Latino	660	631	131	20.8%
Native Hawaiian or Pacific Islander	40	40	7	17.5%
Two or More Races	219	214	48	22.4%
White	274	260	41	15.8%
English Learners	323	309	62	20.1%
Foster Youth	18	14	4	28.6%
Homeless	54	49	25	51.0%
Socioeconomically Disadvantaged	1449	1396	277	19.8%
Students Receiving Migrant Education Services	--	--	--	--%
Students with Disabilities	293	274	81	29.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**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 2021 - 2022	School 2022 - 2023	School 2023 - 2024	District 2021 - 2022	District 2022 - 2023	District 2023 - 2024	State 2021 - 2022	State 2022 - 2023	State 2023 - 2024
Suspensions	6.83%	4.68%	4.46%	4.22%	3.81%	4.04%	3.17%	3.60%	3.28%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

**Suspensions and Expulsions by Student Group (School Year 2023 - 2024)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.46%	0.00%
Female	2.90%	0.00%
Male	5.91%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.21%	0.00%
Black or African American	14.43%	0.00%
Filipino	2.63%	0.00%
Hispanic or Latino	4.24%	0.00%
Native Hawaiian or Pacific Islander	2.50%	0.00%
Two or More Races	5.94%	0.00%
White	5.47%	0.00%
English Learners	6.81%	0.00%
Foster Youth	5.56%	0.00%
Homeless	18.52%	0.00%
Socioeconomically Disadvantaged	6.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	9.22%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### School Safety Plan (School Year 2024 - 2025)

Academic achievement of our students, and the safety of our students are paramount. Our district is committed to providing a safe, secure environment for learning. Our staff run safety committee meets monthly and reviews our School Safety Plan annually. The plan was updated in March 2023. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Random, periodic school safety inspections are conducted by the County of Sacramento and our school site. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all students. Our School Resource Officer and the security staff also monitor all after school events, such as games and dances.



## 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2021 - 2022)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	30	8	14	26
Mathematics	30	4	18	18
Science	32	2	11	26
Social Science	32	4	15	24

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2022 - 2023)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	28	15	10	25
Mathematics	29	4	22	14
Science	32	2	17	19
Social Science	32	5	16	30

\* 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.

### Average Class Size and Class Size Distribution (Secondary) (School Year 2023 - 2024)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	28	12	9	27
Mathematics	31	3	12	22
Science	32	2	7	25
Social Science	32	3	11	29

\* 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.

### Ratio of Pupils to Academic Counselors (School Year 2023 - 2024)

Title	Ratio
Pupils to Academic Counselors*	301.88

\*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.

### Student Support Services Staff (School Year 2023 - 2024)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	8
Library Media Teacher (Librarian)	1
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022 - 2023)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,664	\$2,087	\$7,577	\$93,619
District	N/A	N/A	\$10,705	\$93,310
Percent Difference - School Site and District	N/A	N/A	-34.22%	0.33%
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-34.81%	-1.07%

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

### Types of Services Funded (Fiscal Year 2023 - 2024)

At our school, we have highly qualified staff to assist students with special learning needs. Our Resource Specialist Program (RSP) services not only special education students, but also general education students who need additional support to meet the standards. Bilingual Teaching Associates help our English Learners access the core curriculum and are placed in classes to assist students with learning English. Students participate in Honors and Advanced Placement courses as well as academic competitions. Students who need extra tutoring or homework help can be mentored by an older student or by a teacher. The school provides a tutoring schedule, in every academic subject area. C.T.E. identified pathways: Bio-Tech, ArtsWork, Business, Engineering/Building Trades, and Agriculture and Computer Science

### Teacher and Administrative Salaries (Fiscal Year 2022 - 2023)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,010	\$56,573
Mid-Range Teacher Salary	\$77,387	\$87,186
Highest Teacher Salary	\$112,313	\$119,665
Average Principal Salary (Elementary)	\$142,835	\$148,486
Average Principal Salary (Middle)	\$140,870	\$154,835
Average Principal Salary (High)	\$157,333	\$170,008
Superintendent Salary	\$441,092	\$338,699
Percent of Budget for Teacher Salaries	33.00%	31.41%
Percent of Budget for Administrative Salaries	4.00%	4.86%

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

### Advanced Placement (AP) Courses (School Year 2023 - 2024)

Percent of Students in AP Courses: 15.2%

Subject	Number of AP Courses Offered*
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	2
Social Science	8
Total AP Courses Offered*	13

\*Where there are student course enrollments of at least one student.

### Professional Development

Staff Development at Sheldon High School involves school wide and department collaboration as well as articulation with our elementary and middle schools Schoolwide our PLC (Professional Learning Communities) focus is on rigor-relevance-relationships CCSS (Common Core) and NGSS (Next Generation Science Standards) Schoolwide strategies and discussions that focus on relationship building are ongoing. Departments work in curriculum teams to review CST and testing data to adjust instruction. Departments are working closely to develop common assessments that support Common Core State Standards. Our departments have participated in staff development workshops and meetings that focus on strategies to increase collaboration and share content teaching as well as work together to identify areas of focus. Writing is a focus for all disciplines with training led by our English department. New teachers are provided release days to observe colleagues. All teachers are given an opportunity to visit other classes as part of our staff development focus of rigor-relevance-relationship

	2022 - 2023	2023 - 2024	2024 - 2025
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	6