

Sheldon Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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 <https://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.

2023-24 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	Stephanie Sanchez
Email Address	ssanchez@wccusd.net
School Website	www.wccusd.net/sheldon
County-District-School (CDS) Code	07617966004964

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Every student has the right to an educational community that empowers them to be confident in themselves, take ownership over their lives, navigate through life's challenges, and realize their life goals. Sheldon Elementary School staff empowers students to 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 growth and progress is acknowledged and celebrated as our core group of teachers set the bar high and is tireless in providing high quality instruction. We incorporate a myriad of strategies to activate student knowledge through culturally responsive and pedagogically sound practices with fidelity

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	43
Grade 2	43
Grade 3	40
Grade 4	30
Grade 5	51
Grade 6	47
Total Enrollment	314

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7%
Male	51.3%
American Indian or Alaska Native	0.6%
Asian	15%
Black or African American	14.6%
Filipino	4.5%
Hispanic or Latino	46.5%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	8.9%
White	9.6%
English Learners	25.2%
Foster Youth	0.3%
Homeless	2.2%
Socioeconomically Disadvantaged	57.3%
Students with Disabilities	11.5%

A. Conditions of Learning **State Priority: Basic**

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

2020-21 Teacher Preparation and Placement

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)	13.00	86.75	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	13.25	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	15.00	100.00	1403.90	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

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)	14.10	89.81	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	3.16	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	1.10	6.96	91.20	5.99	15831.90	5.67
Total Teaching Positions	15.80	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 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	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

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

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys restroom by MPR - The exhaust fan does not seem to be working. Girls restroom by room 8 - The exhaust fan does not seem to be working.
Interior: Interior Surfaces	X			Hallway in front of main office - Repaint the hallway walls.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Room 17 - The water fountain is not working. Boys restroom by MPR - The exhaust fan does not seem to be working. Girls restroom by room 8 - The exhaust fan does not seem to be working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Building E - The dark blue trim needs to be repainted on the lower areas.

School Facility Conditions and Planned Improvements

			<p>Building D - The dark blue trim needs to be repainted on the lower areas.</p> <p>Building C - The dark blue trim needs to be repainted on the lower areas.</p> <p>Building B - The dark blue trim needs to be repainted on the lower areas.</p> <p>Building A - The dark blue trim needs to be repainted on the lower areas.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Office hallway - One of the double doors leading towards the MPR is dragging on the threshold.</p> <p>Kindergarten playground - The rubber mat is coming apart in some areas under the play structure.</p>

Overall Facility Rate

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] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] 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 CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	26	32	32	47	46
Mathematics (grades 3-8 and 11)	14	11	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	172	96.09	3.91	26.16
Female	85	80	94.12	5.88	32.50
Male	94	92	97.87	2.13	20.65
American Indian or Alaska Native	--	--	--	--	--
Asian	29	25	86.21	13.79	32.00
Black or African American	25	25	100.00	0.00	24.00
Filipino	--	--	--	--	--
Hispanic or Latino	76	73	96.05	3.95	15.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	41.18
White	22	22	100.00	0.00	36.36
English Learners	52	47	90.38	9.62	2.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	117	98.32	1.68	19.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	4.76

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	179	176	98.32	1.68	11.36
Female	85	83	97.65	2.35	8.43
Male	94	93	98.94	1.06	13.98
American Indian or Alaska Native	--	--	--	--	--
Asian	29	27	93.10	6.90	18.52
Black or African American	25	25	100.00	0.00	4.00
Filipino	--	--	--	--	--
Hispanic or Latino	76	75	98.68	1.32	5.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	23.53
White	22	22	100.00	0.00	13.64
English Learners	52	51	98.08	1.92	1.96
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	119	119	100.00	0.00	10.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	21	100.00	0.00	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.75	15.69	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	51	92.73	7.27	15.69
Female	24	22	91.67	8.33	18.18
Male	31	29	93.55	6.45	13.79
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	22	88.00	12.00	9.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	35	94.59	5.41	11.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

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
Grade 5	85.2	85.2	87	85.2	85.2

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

PARENT-TEACHER ASSOCIATION / PARENT INVOLVEMENT PROGRAMS:

Parent Committees (AAPAC, SSC, and ELAC)

Holiday classroom celebrations and performances

Scholastic Book Fairs

Open House

Back to School Night

PTA Events (Dances, Ice Cream Socials, etc)

TK, K & 6th Grade Promotion

Parent Capacity Building Workshop (S.W.I.M.M)

AFTERSCHOOL PROGRAMS:

YMCA

Mafanikio

ELD Tutoring

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	354	342	142	41.5
Female	173	167	75	44.9
Male	181	175	67	38.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	2	0	0.0
Asian	61	56	17	30.4
Black or African American	47	46	20	43.5
Filipino	15	15	3	20.0
Hispanic or Latino	162	160	84	52.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	33	31	11	35.5
White	32	31	7	22.6
English Learners	108	104	45	43.3
Foster Youth	1	1	0	0.0
Homeless	7	7	6	85.7
Socioeconomically Disadvantaged	234	231	104	45.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	47	46	20	43.5

C. Engagement

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.90	1.13	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0
Female	0	0
Male	2.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.26	0
Filipino	0	0
Hispanic or Latino	1.23	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.93	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.28	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	26		2	
2	12	2	2	
3	22		4	
4	33			
5	30		2	
6	32		2	
Other	27		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	
1	22		4	
2	18	4		
3	22		2	
4	28		2	
5	28		2	
6	27		2	
Other	24		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	2	0
1	22	0	4	0
2	22	0	4	0
3	20	2	2	0
4	30	0	2	0
5	26	0	4	0
6	24	0	4	0
Other	3	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7237.32	1599.93	5637.40	59102.89
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	2.2	-27.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-15.2	-39.2

Fiscal Year 2022-23 Types of Services Funded

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

AMAZON
 AQUARIUM OF THE BAY
 BOOKSOURCE
 CALIFORNIA ACADEMY OF SCIENCES
 CURRICULUM ASSOCIATES INC
 DELTA CHARTER SERVICE
 EDMENTUM, INC
 FIONA MURPHY
 FOLLETT CONTENT SOLUTIONS LLC
 FUN EXPRESS
 GREAT MINDS PBC
 HEINEMANN COMPANY
 LEXIA LEARNING SYSTEMS LLC
 LUCILLE AVALOS
 LUCKY
 MICHAELS TRANSPORTATION
 MY LINH TRAN
 PIXTON COMICS INC
 SCHOOL MATE
 SCHOOL SPECIALTY LLC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 STENHOUSE PUBLISHERS
 STEPHANIE SANCHEZ
 US BANK
 YMCA OF THE EAST BAY
 ZANER-BLOSER INC

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services Department 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, 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.

Additionally, at Sheldon we strive to cultivate a collaborative teacher community where teachers are supported with professional development for planning for and implementing high-quality instructional techniques that creates purposeful learning inside the classroom, receiving on-going feedback and coaching from peers and administrator, and opportunities to engage themselves and students in data driven instruction and learning.

Sheldon teachers take the lead in providing staff development in areas that support our Teacher's College Reading and Writing workshop focus. Teachers collaborate on a regular basis and discuss their teaching techniques. They also meet to review testing and develop pacing in both ELA and Math.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	60	50	35