

Sheldon Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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	http://sheldon.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004964

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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 aptitudes 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 stakeholders are invested in the advancement of all children. Academic growth and progress are acknowledged and celebrated as our core group of teachers sets 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	72
Grade 1	44
Grade 2	46
Grade 3	44
Grade 4	42
Grade 5	41
Grade 6	29
Total Enrollment	318

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.4
Male	50.3
Non-Binary	0.3
American Indian or Alaska Native	0.9
Asian	14.5
Black or African American	10.4
Filipino	4.7
Hispanic or Latino	49.7
Two or More Races	10.1
White	9.7
English Learners	29.9
Homeless	0.3
Socioeconomically Disadvantaged	68.2
Students with Disabilities	19.2

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.

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)	14.1	89.81	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0.5	3.16	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	1.1	6.96	91.2	5.99	15831.9	5.67
Total Teaching Positions	15.8	100	1522.8	100	279044.8	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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	15.5	96.95	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0.5	3.11	94.3	6.58	14303.8	5.15
Total Teaching Positions	16	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	93.33	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	1	6.67	67.7	4.84	13705.8	4.91
Total Teaching Positions	15	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				7/25/2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: WARMING KITCHEN: 2. VENTS ARE RUSTED. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME.
Interior: Interior Surfaces			X	1: 4. CEILING TILES HAVE WATER STAINS. 10: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS CHIPPING ON DOOR AND DOORFRAME. 15. DOOR CLOSER COVER IS MISSING. 12: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS MISSING IN COVERED WALKWAY. 15. DOOR CLOSER COVER IS MISSING. 13: 4. CEILING TILE HAS A WATER STAIN. 15. DOOR CLOSER COVERS ARE MISSING. 14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 16: 4. RUBBER MOULDING IS MISSING. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 17: 4. CEILING TILES HAVE WATER STAINS. 14. TRIP HAZARDS ON WALKWAY. 15. DOOR CLOSER COVER IS MISSING. 18: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 2: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON WINDOW FRAME. 14. TRIP HAZARD ON WALKWAY. 21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 22: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING. 24: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 25: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON ON INTERIOR WALL. PAINT IS PEELING ON WINDOW FRAME. 4: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVERS ARE MISSING. 5: 4. CEILING TILES HAVE WATER STAINS. 7: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME.

School Facility Conditions and Planned Improvements

				8: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE DAMAGED. 11. PAINT IS PEELING ON DOORFRAME. ADMINISTRATION: 4. WALL IS MARRED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. CONFERENCE ROOM: 4. HOLE IN INTERIOR WALL. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. OFFICE: 4. FLOOR TILES ARE BROKEN. 10. NO ROOM ID. STORAGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. TEACHERS LOUNGE: 4. CEILING TILES HAVE WATER STAINS.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			14: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 18: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 22: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING. 24: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 25: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 4: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVERS ARE MISSING. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. KINDER STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. STORAGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. YMCA OFFICE: 5. ROOM IS CLUTTERED.
Electrical	X			12: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS MISSING IN COVERED WALKWAY. 15. DOOR CLOSER COVER IS MISSING. ADMINISTRATION: 4. WALL IS MARRED. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. KINDER STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS MISSING. STORAGE: 7. LIGHT DIFFUSER IS MISSING. ONE LIGHT BULB IS OUT.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		22: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING. ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET SEAT IS BROKEN. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS RESTROOM: 4.TWO STALL DOOR LOCKS ARE BROKEN.(UNABLE TO BE SECURED)(MENSTRUAL NOTICE NOT ADEQUATE) WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials	X			10: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS CHIPPING ON DOOR AND DOORFRAME. 15. DOOR CLOSER COVER IS MISSING. 15: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 16: 4. RUBBER MOULDING IS MISSING. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 2: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON WINDOW FRAME. 14. TRIP HAZARD ON WALKWAY. 24: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 3: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON ON INTERIOR WALL. PAINT IS PEELING ON WINDOW FRAME. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 7: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME. 8: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE DAMAGED. 11. PAINT IS PEELING ON DOORFRAME. CUSTODIAN: 11. PAINT IS PEELING ON INTERIOR WALL. OFFICE: 4. FLOOR TILES ARE BROKEN. 10. NO ROOM ID. WARMING KITCHEN: 2. VENTS ARE RUSTED. 11. PAINT IS PEELING ON INTERIOR WALL AND DOORFRAME.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS CHIPPING ON DOOR AND DOORFRAME. 15. DOOR CLOSER COVER IS MISSING. 11: 15. DOOR CLOSER COVERS ARE MISSING. 12: 4. CEILING TILES HAVE WATER STAINS. 7. LIGHT DIFFUSER IS MISSING IN COVERED WALKWAY. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

				13: 4. CEILING TILE HAS A WATER STAIN. 15. DOOR CLOSER COVERS ARE MISSING. 17: 4. CEILING TILES HAVE WATER STAINS. 14. TRIP HAZARDS ON WALKWAY. 15. DOOR CLOSER COVER IS MISSING. 20: 15. DOOR CLOSER COVER IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. 15. DOOR CLOSER COVER IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING. 4: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVERS ARE MISSING. GIRLS RESTROOM: 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE) MPR: 15. DOOR CLOSER COVER IS MISSING. SPEECH: 15. DOOR CLOSER COVER IS MISSING.
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	26	33	34	47	48
Mathematics (grades 3-8 and 11)	17	14	23	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	158	156	98.73	1.27	25.64
Female	78	76	97.44	2.56	28.95
Male	80	80	100.00	0.00	22.50
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	20.00
Black or African American	19	19	100.00	0.00	15.79
Filipino	--	--	--	--	--
Hispanic or Latino	79	78	98.73	1.27	20.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	64.29

White	16	16	100.00	0.00	37.50
English Learners	48	46	95.83	4.17	6.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	100	99	99.00	1.00	21.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	8.70

2024-25 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	157	154	98.09	1.91	13.64
Female	77	74	96.10	3.90	12.16
Male	80	80	100.00	0.00	15.00
American Indian or Alaska Native	--	--	--	--	--
Asian	21	18	85.71	14.29	5.56
Black or African American	19	19	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	14.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	57.14
White	16	16	100.00	0.00	6.25
English Learners	47	44	93.62	6.38	4.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	100	97	97.00	3.00	9.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	8.70

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 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.

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

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.83	19.51	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	41	100.00	0.00	19.51
Female	22	22	100.00	0.00	18.18
Male	19	19	100.00	0.00	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	22	22	100.00	0.00	13.64
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	95.1	97.6	97.6	97.6	97.6

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.
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2025-26 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 Principal Coffee Club AFTERSCHOOL PROGRAMS: YMCA

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	352	339	122	36.0
Female	176	168	64	38.1
Male	175	170	58	34.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	50	48	18	37.5
Black or African American	41	37	19	51.4
Filipino	16	15	1	6.7
Hispanic or Latino	176	171	69	40.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	9	26.5
White	32	31	4	12.9
English Learners	112	111	42	37.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	243	238	94	39.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	72	71	32	45.1

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.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.13	0.56	0.28	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.00	0.00
Male	0.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.13	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.39	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.

2025-26 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 2025. 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.

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	1	2	0
1	20	1	1	0
2	22	0	2	0
3	21	0	2	0
4	30	0	1	0
5	0	0	0	0
6	31	0	1	0
Other	23	1	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	3		
1	21	1	1	
2	23		2	
3	22		2	
4	27		1	
5	30		1	
6	29		1	
Other	18	1	1	

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8005.28	2442.53	5562.75	67041.93
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	1.8	-22.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-63.8	-34.1

Fiscal Year 2024-25 Types of Services Funded

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

3P LEARNING INC
 AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMERICAN STAGE TOURS
 CAPSTONE CLASSROOM
 COMMONLIT, INC.
 CURRICULUM ASSOCIATES INC
 CUSTOM INK LLC
 EAST BAY REGIONAL PARK DISTRICT
 FIRST STUDENT INC

Fiscal Year 2024-25 Types of Services Funded

FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 GREAT MINDS PBC
 IMAGESTUFF.COM
 LAKESHORE LEARNING MATERIALS
 LEXIA LEARNING SYSTEMS LLC
 LITERACY RESOURCES, LLC
 MATH TEACHERS PRESS, INC
 MICHAELS TRANSPORTATION
 OAKLAND ZOO
 PROJECT LEAD THE WAY INC
 SCHOOL SPECIALTY LLC
 THINGS THAT CREEP
 THINK SOCIAL PUBLISHING INC
 US BANK
 WILDCARE
 YMCA OF THE EAST BAY
 ZANER-BLOSER INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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

Professional Development

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 create purposeful learning inside the classroom, receiving ongoing 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 Teachers' 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	35	38	33