Shannon Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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, 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 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Shannon Elementary
Street	685 Marlesta Rd.
City, State, Zip	Pinole, Ca, 94564-2899
Phone Number	510-231-1454
Principal	Daniel MacDonald
E-mail Address	dmacdonald@wccusd.net
County-District-School (CDS) Code	07617966004956

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

DEMOGRAPHICS: Shannon is a TK-6 grade school with a population of 352 students comprised of approximately 41% Hispanic, 14% Asian, 14% African American, 14% filipino 9% White, 8% Two or More, .57% Native Hawaiian/Pacific Islander and 0.28% American Indian or Alaskan Native. 30% are English learners, 71% qualify for free and reduced lunch, and 12% are receiving special education services.

PRIMARY LANGUAGES: The percentages of primary languages spoken at Shannon are 59% English, 25% Spanish, 5% Vietnamese, 4% Filipino, 2% Arabic, 2% Urdu, 1.15% Cantonese, 0.7% Punjabi, 0.3 Llocano, and 0.3% Khmu.

VISION: The vision at Shannon Elementary is that all students flourish academically, personally, and socially; teachers excel in instruction and mentor the well-being of students; and parents support and contribute to our learning community.

MISSION: The mission at Shannon Elementary is to support and motivate students to own their academic and social-emotional learning; empower teachers with leadership and autonomy to guide their own professional development; and include parents for maximum participation and leadership opportunities.

TOA: If we motivate and support students, they will flourish academically, socially and emotionally. If we empower teachers, they will excel at instruction and lead our school. If we include parents, they will support our learning community.

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	71
Grade 1	51
Grade 2	48
Grade 3	42
Grade 4	49
Grade 5	27
Grade 6	29
Total Enrollment	317
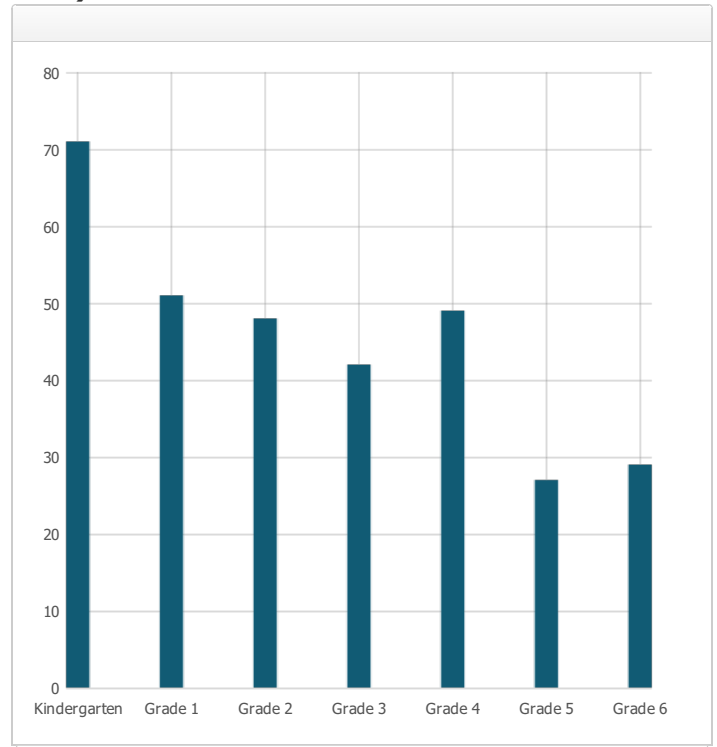
Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	14.5 %
American Indian or Alaska Native	0.3 %
Asian	15.5 %
Filipino	13.6 %
Hispanic or Latino	41.6 %
Native Hawaiian or Pacific Islander	0.3 %
White	8.5 %
Two or More Races	5.7 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.3 %
English Learners	29.7 %
Students with Disabilities	11.7 %
Foster Youth	%

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

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	15	17	1211
Without Full Credential	1	1	0	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10
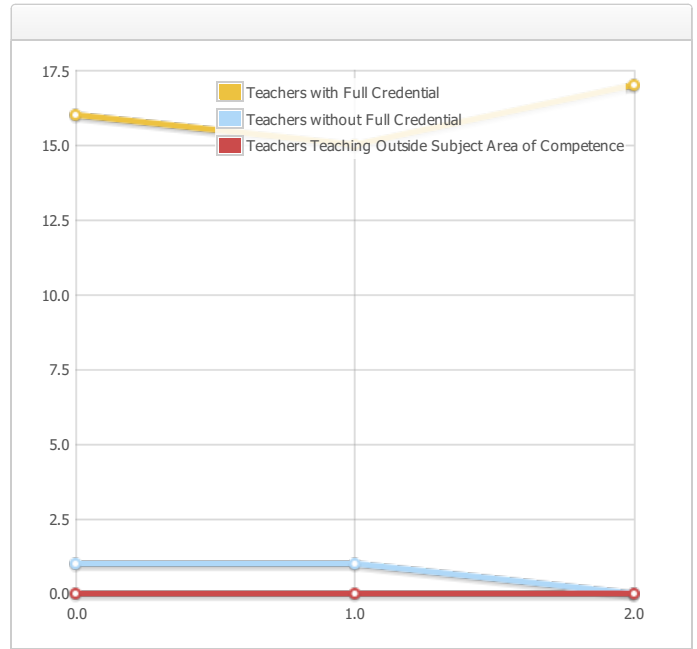
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repair floor tiles (Room 5) Replace storage cabinet handle (Room 12) Paint walls and handrails (Cafeteria) Replace rubber base at wall between the two exit doors (Kitchen)
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Replace missing toilet paper spindles (All restrooms) Adjust drinking fountain by rooms13/14 (Exterior) Repair mop sink (Custodial room by room 1) Close holes in sink (Boys restroom by room 1, Girls restroom by room 1) Adjust drinking fountain (Kindergarten play ground, Room 14) Faucet leaking (Room 4)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Dry rot on exterior(Exterior rooms, Portable 8)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Replace door sweeps at exterior door by room 7 (Room 7) Paint benches between buildings (Exterior) Replace door bumper (Boys restroom by room 7)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair

Last updated: 6/24/2019

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, which 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); and

- 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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	44.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	40.0%	44.0%	25.0%	24.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	153	98.71%	43.79%
Male	92	91	98.91%	38.46%
Female	63	62	98.41%	51.61%
Black or African American	23	23	100.00%	17.39%
American Indian or Alaska Native				
Asian	28	28	100.00%	46.43%
Filipino	23	23	100.00%	60.87%
Hispanic or Latino	60	60	100.00%	43.33%
Native Hawaiian or Pacific Islander				
White	14	12	85.71%	66.67%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	113	111	98.23%	40.54%
English Learners	60	58	96.67%	44.83%
Students with Disabilities	15	15	100.00%	20.00%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	155	154	99.35%	44.16%
Male	92	91	98.91%	45.05%
Female	63	63	100.00%	42.86%
Black or African American	23	22	95.65%	22.73%
American Indian or Alaska Native				
Asian	28	28	100.00%	50.00%
Filipino	23	23	100.00%	60.87%
Hispanic or Latino	60	60	100.00%	40.00%
Native Hawaiian or Pacific Islander				
White	14	14	100.00%	50.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	113	112	99.12%	41.07%
English Learners	60	60	100.00%	43.33%
Students with Disabilities	15	14	93.33%	35.71%
Students Receiving Migrant Education Services				
Foster Youth				

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

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

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

Last updated: 1/23/2019

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.2%	14.7%	4.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2019

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

ACADEMIC MONITORING: Parents are encouraged to go online and monitor their children's activities on Khan Academy, Mobymax, Renaissance Learning, Raz Kids, Class Dojo, and ESGI. These online learning tools give parents the ability to view their children's profiles and work with them on assignments at home. Parent-teacher conferences are an opportunity for parents to meet face-to-face with their children's teachers and discuss their academic and social progress. In addition, parents and families attend family academic nights and other social/cultural events.

PTA: The Parent-Teachers Association (PTA) collaborates with faculty and community members in organizing events and activities that include the Multicultural Potluck, Talent Show, Fall Fundraiser, Book Fairs, Walk-A-Thon, Winter Festival, Carnival, Crafts Fair, Teacher Appreciation Days and Breakfasts, Spelling Bee, Red Ribbon Week, Classroom Parents, Pinole Police & Fire Department Safety Awareness Days, teacher materials, and Spring Fundraiser. The PTA provides some to all of the funding for buses, field trips, educational assemblies, and additional supplies for teachers' classrooms.

SSC: The School Site Council (SSC) consists of parents, community members, faculty and staff to share in decision making that determines the school budget in alignment with the Vision, Mission and Theory of Action of Shannon Elementary. The School Site Council is composed of five parents/community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

AAPAC: The African American Parent Advisory Council (AAPAC) gives the parents of African American students a voice in how Shannon supports the academic, social justice, and social-emotional learning of African American students. The AAPAC has influence over the SSC.

ELAC: The English Learner Advisory Committee (ELAC) gives the parents of English Language Learners a voice in how Shannon supports the learning of English for students with English as a second language. The ELAC has influence over the SSC.

DADS CLUB (Deciding and Designating Supplies Club): The DADS Club is an organization that meets monthly to support the PTA with their activities, provide enrichment improvements coordinated with District Maintenance Department (e.g. garden and benches), fund raising and general volunteering for the benefit of students.

SCOW: The School Community Outreach Worker (SCOW) facilitates parent connection with committees and coordination of volunteers for school functions. Parents volunteer for field trips, supervision on the playground and help in the classrooms. The SCOW works with local businesses and community agencies to solicit donations and sponsor various events.

State Priority: Pupil Engagement

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

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

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	4.7%	6.0%	2.2%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
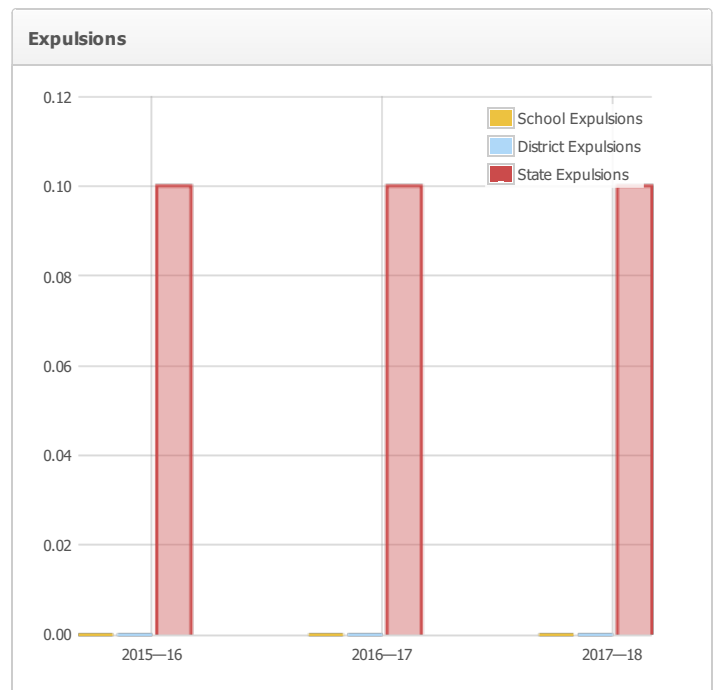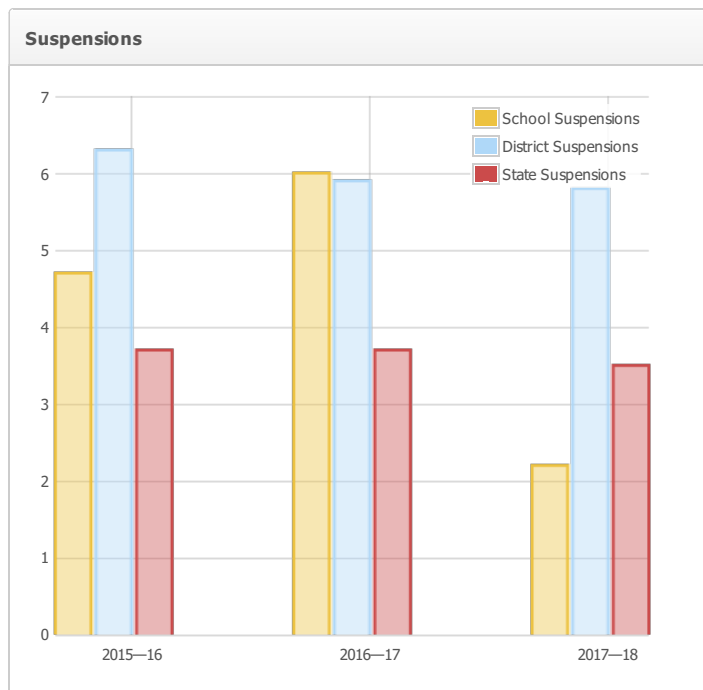
Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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 (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	2	2	
1	23.0		2	
2	25.0		2	
3	20.0	2		
4	29.0		1	
5	29.0		2	
6	33.0			1
Other**	11.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	3	
1	21.0	1	1	
2	21.0		2	
3	24.0		2	
4	32.0		1	
5	26.0		1	
6	29.0		2	
Other**	8.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.0	3	1	
1	23.0		2	
2	23.0		2	
3	20.0	2		
4	25.0		2	
5	27.0		1	
6	29.0		1	
Other**	11.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5591.0	$791.4	$4799.6	$52661.0
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-46.7%	-25.0%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-31.2%	-42.1%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

- COOLE SCHOOL, INC PNOL
- ESGI LLC ONLINE
- JOSEPHSON INSTITUTE
- LEARNING A-Z ONLINE
- RENAISSANCE LEARNING INC
- STARFALL EDUCATION READING

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
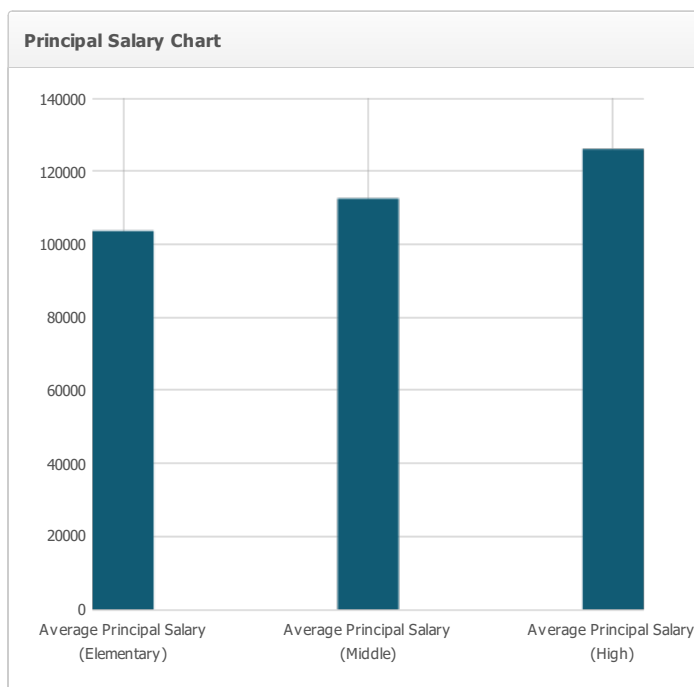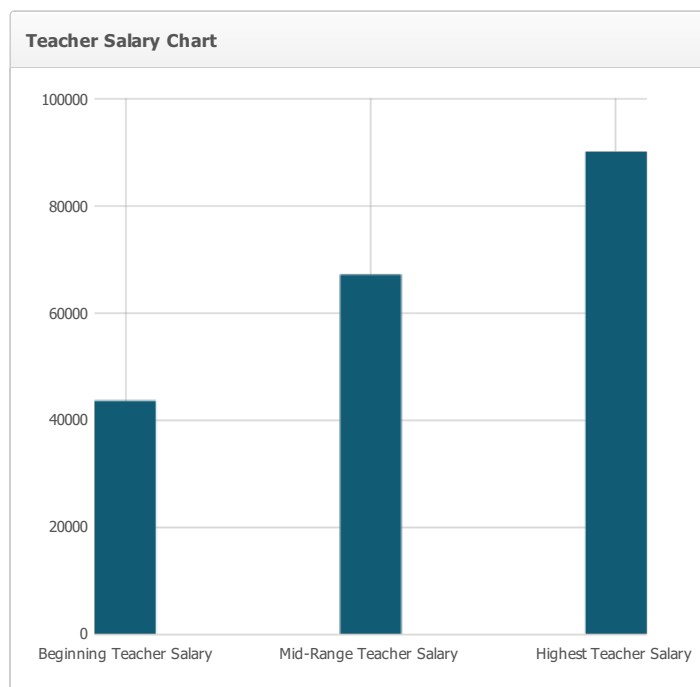
Last updated: 1/23/2019

Professional Development

ON-SITE: Onsite professional development occurs at monthly faculty meetings, weekly grade-level meetings, periodic administrative evaluations, and administrative/peer coaching. The ILT, principal and teachers determine the goals and tasks to improve instruction, climate, and culture. The professional development activities are to participate in professional learning communities (PLC) and communities of practice (CoP) as members of function-specific committees/teams/positions: SST, RtI/LC, 504, ELAC, AAPAC, SSC, AC, TIC, TTL, VAPA, PTA, and ILT.

DISTRICT: The District provides and teachers participate in professional development in English language development (ELD), English language arts (ELA), mathematics, writing, science, technology, Smarter Balanced Assessment Consortium (SBAC), Playworks, safety, sexual harassment, mandatory reporting, Growth Mindset, Building Effective Schools Together (BEST) and more.

OUT-OF-DISTRICT: Teachers attended an out-of-district conference in Santa Clara Office of Education for the study of ELD. The next planned conference is the California Association for Bilingual Education (CABE) in April of 2018.

HIGHER EDUCATION: Teachers move up in pay scale according to the number of units earned, and degrees, certificates, and credentials gained at higher education institutions. Many of our teachers have a Master's in Education. Some are in the process of obtaining one.

Last updated: 1/15/2019