

Shannon Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	Shannon Elementary
Street	685 Marlesta Road
City, State, Zip	Pinole, Ca, 94564-2899
Phone Number	510-231-1454
Principal	Daniel MacDonald, Principal
E-mail Address	dmacdonald@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=11
County-District-School (CDS) Code	07617966004956

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

DEMOGRAPHICS: Shannon is a TK-6 grade school with a population of 325 students comprised of approximately 42% Latino, 19% Asian, 15% African American, 13% Filipino 10% White, 3% Native Hawaiian/Pacific Islander and 0.3% 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.

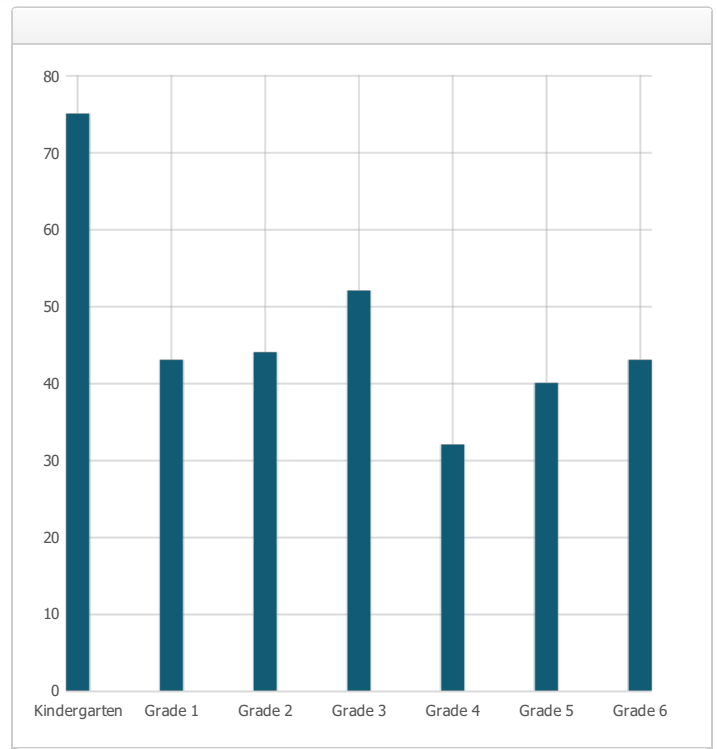
MISSION: The mission at Shannon Elementary is to: support and motivate students to own their academic and social-emotional learning; empower teachers with leadership and autonomy to guide their own professional development; and include parents for maximum participation and leadership opportunities.

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: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	75
Grade 1	43
Grade 2	44
Grade 3	52
Grade 4	32
Grade 5	40
Grade 6	43
Total Enrollment	329



Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	17.9 %
American Indian or Alaska Native	0.0 %
Asian	14.9 %
Filipino	10.3 %
Hispanic or Latino	38.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	10.9 %
Two or More Races	6.4 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.0 %
English Learners	28.3 %
Students with Disabilities	11.9 %
Foster Youth	0.0 %

Last updated: 1/25/2018

A. Conditions of Learning

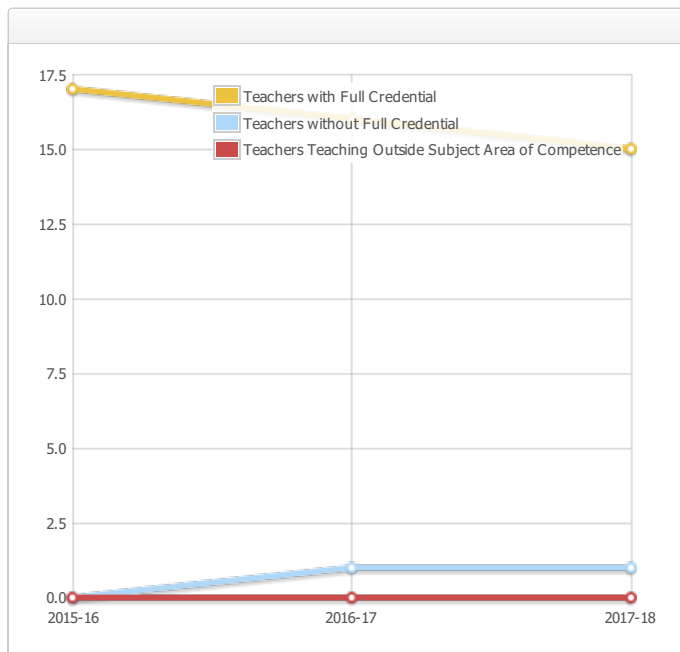
State Priority: Basic

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

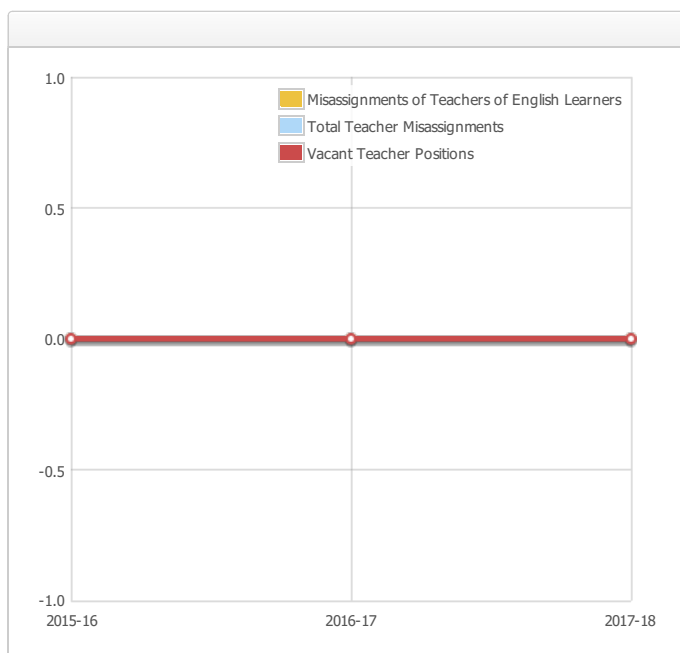
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	17	16	15	1192
Without Full Credential	0	1	1	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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	No	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 K-6, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-6, 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: 1/17/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>Actions were/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	<p>Interior surfaces appear to be clean, safe, and functional.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Fair	<p>Actions were/will be taken to ensure:</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	<p>Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>Actions were/will be taken to ensure:</p> <p>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</p>

		<p>Emergency alarms appear to be functional.</p> <p>Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Fair	<p>Actions were/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</p>

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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Last updated: 1/23/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	46%	41%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	38%	40%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	159	100.00%	40.88%
Male	93	93	100.00%	32.26%
Female	66	66	100.00%	53.03%
Black or African American	33	33	100.00%	27.27%
American Indian or Alaska Native				
Asian	29	29	100.00%	41.38%
Filipino	15	15	100.00%	53.33%
Hispanic or Latino	62	62	100.00%	43.55%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	13	100.00%	46.15%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	111	111	100.00%	43.24%
English Learners	58	58	100.00%	43.10%
Students with Disabilities	17	17	100.00%	35.29%
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	159	100.00%	39.62%
Male	93	93	100.00%	37.63%
Female	66	66	100.00%	42.42%
Black or African American	33	33	100.00%	18.18%
American Indian or Alaska Native				
Asian	29	29	100.00%	34.48%
Filipino	15	15	100.00%	53.33%
Hispanic or Latino	62	62	100.00%	43.55%
Native Hawaiian or Pacific Islander	--	--	--	
White	13	13	100.00%	61.54%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	111	111	100.00%	38.74%
English Learners	58	58	100.00%	41.38%
Students with Disabilities	17	17	100.00%	29.41%
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: 1/25/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	47.0%	47.0%	46.0%	40.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	30.6%	16.7%	8.3%

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: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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.

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

Last updated: 1/22/2018

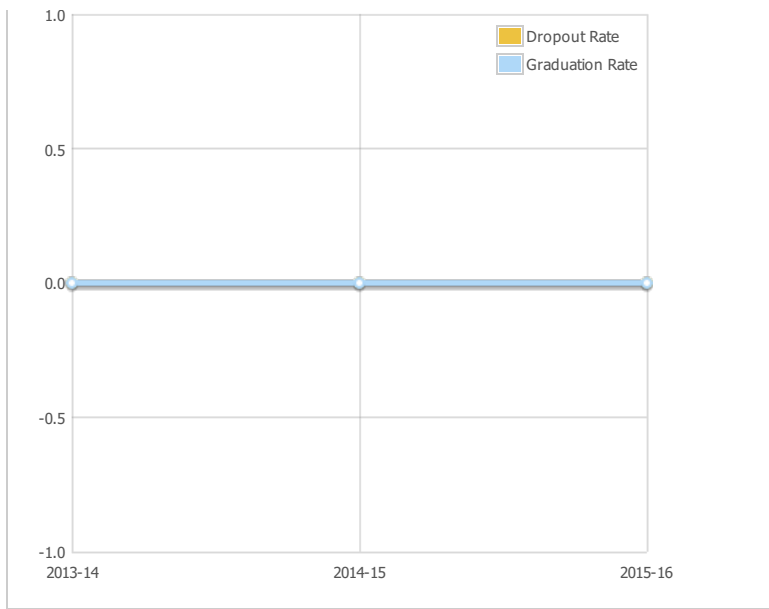
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



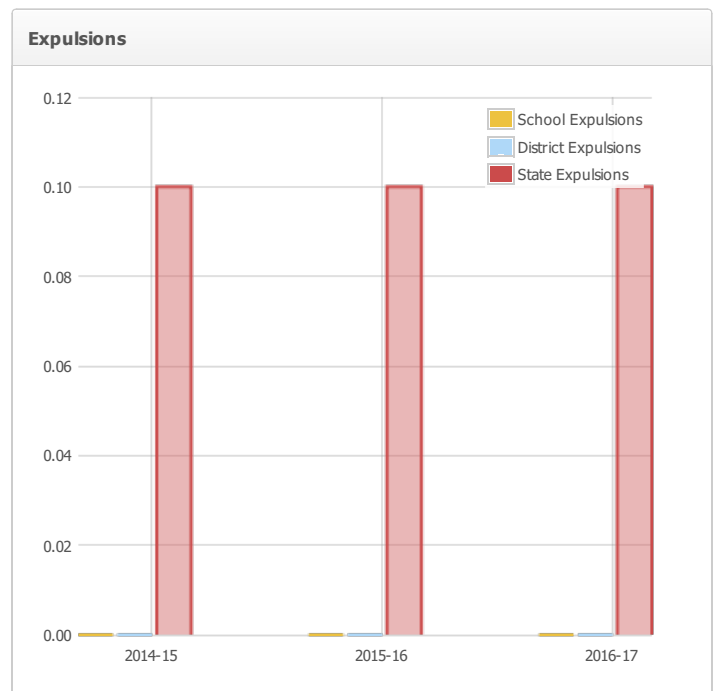
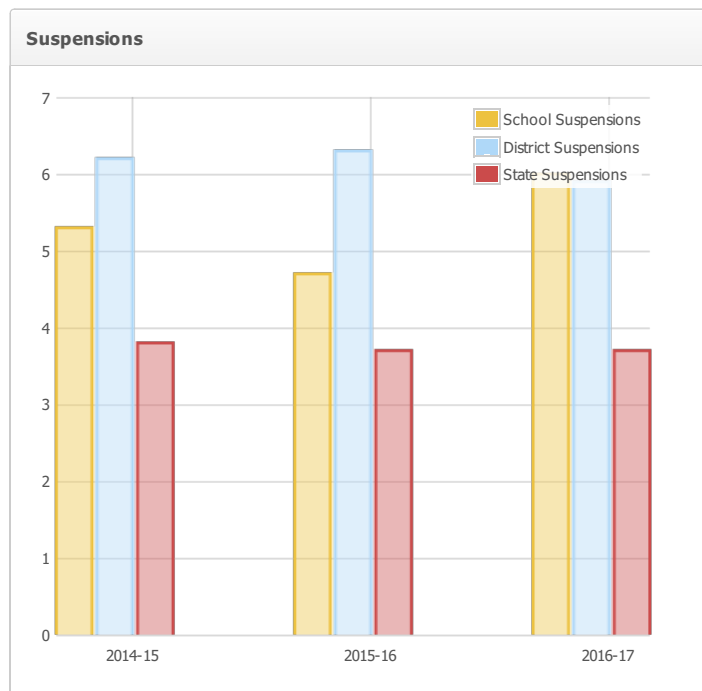
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.3%	4.7%	6.0%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation, Coordinator-Disaster Preparedness and Safety

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17.0	2	3	0	18.0	2	2	0	19.0	1	3	0
1	26.0	0	2	0	23.0	0	2	0	21.0	1	1	0
2	22.0	0	2	0	25.0	0	2	0	21.0	0	2	0
3	26.0	0	1	0	20.0	2	0	0	24.0	0	2	0
4	29.0	0	1	1	29.0	0	1	0	32.0	0	1	0
5	26.0	0	1	0	29.0	0	2	0	26.0	0	1	0
6	25.0	0	2	0	33.0	0	0	1	29.0	0	2	0
Other	0.0	0	0	0	11.0	1	0	0	8.0	1	0	0

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

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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	0.0	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: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15777.8	\$5536.9	\$10240.8	\$63183.3
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	1.3%	3.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	43.6%	-22.5%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

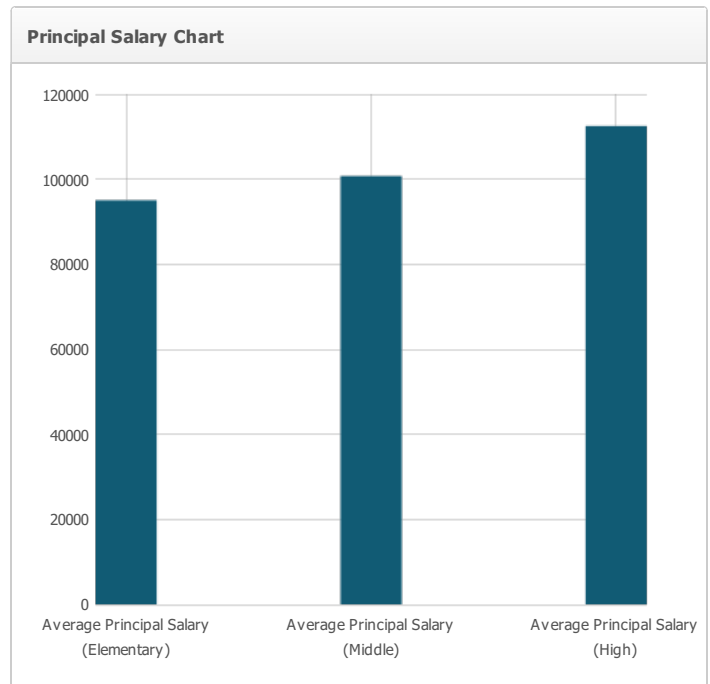
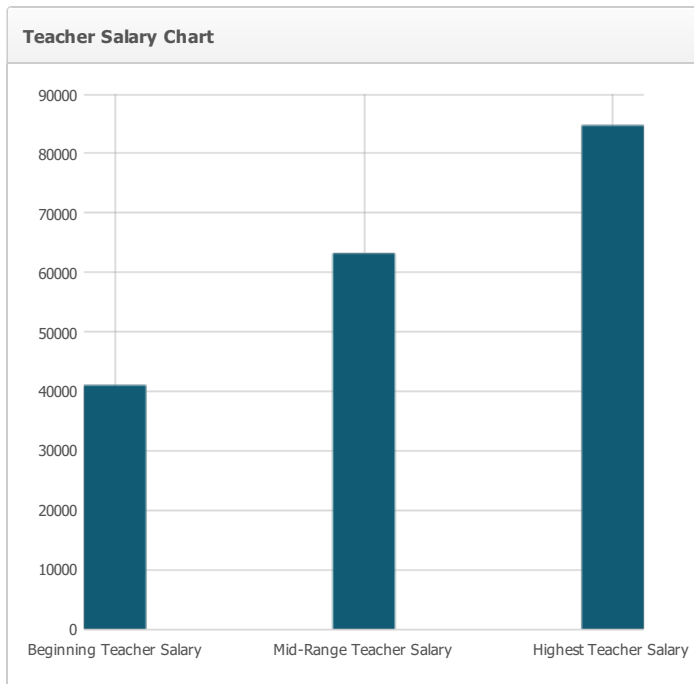
- LEARNING CENTERS - RESPONSE TO INTERVENTION
- PARENT ENGAGEMENT
- SCHOOL SUPPORT-DATA & ACCOUNTABILITY
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2018

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.

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