Shannon Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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/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 http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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 2016-17)

School Contact Information	
School Name	Shannon Elementary School
Street	685 Marlesta Road
City, State, Zip	Pinole, CA 94564-2899
Phone Number	(510) 231-1454
Principal	Daniel MacDonald
E-mail Address	dmacdonald@wccusd.net
Web Site	www.wccusd.net/Page/1198
CDS Code	07-61796-6004956

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

DEMOGRAPHICS
Shannon is a TK-6 grade school with a population of 340 students comprised of approximately 40% Latino, 30% Asian, 17% African American, 11% White, 1.5% Native Hawaiian and .5% American Indian or Alaskan Native. 24% are English learners, 65% are Socio-Economically Disadvantaged (SED), and 19% are severely handicapped (SH) and/or are receiving special education services in the form of an independent education program (IEP).

VISION
The vision of Shannon Elementary is that the minds, hearts and bodies of students realize their greatest potential as curious learners, democratic citizens, effective producers and confident performers. As curious learners students solve problems, master academic foundational skills, and are life-long learners who build knowledge of our past and present, and aspire to be positive contributors of our future. As democratic citizens students have empathy and compassion for equity, fairness and social justice. As effective producers students are practiced and experienced producers of artifacts in the arts, writing, technologies, and crafts. As confident performers students are practiced, planned, and organized expressers and persuaders of ideas. Students are prepared for middle school as they progress for college, career and life readiness.

MISSION
The mission of Shannon Elementary is embodied in a Single Plan for Student Achievement (SPSA), which is this document. The SPSA aligns resources with actions using a plan of SMART Goals created from the collaboration of committees and positions made up of highly qualified and caring teachers, parents, and staff. The current mission of Shannon is to: provide students a multiple-tiered support systems (MTSS) for those in need of intervention; technology that is adaptable to a student's zone of proximal development (ZPD); social-emotional services and programs to improve students' perceived self-efficacy; recognition and encouragement for students who are curious learners, accept challenges, practice for mastery, make goals, and demonstrate effort for achieving those goals and make improvement.

The details of this mission are enumerated in the SPSA.

THE TOOLS
Shannon's diverse population is served through a multiple tiered support system (MTSS) that organizes and allocates for our students English Language Development (ELD), the English Language Advisory Committee (ELAC), Response to Intervention (RTI), Students Study Teams (SST), Independent Education Programs (IEP), Gifted and Talented (GATE), 504, Data Driven Instruction (DDI), Differentiation, Universal Design for Learning (UDL), Curriculum, Technology, Parents Teachers Association (PTA), Positive Behavioral Interventions and Support (PBIS), and Building Effective Schools Together (BEST), Toolbox, Growth Mindset. Aligning these supports, systems, and programs is tantamount to providing the best opportunity of success for all of our students. It is the working together of parents, teachers and students that make all these safeguards for student achievement happen.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	71
Grade 1	51
Grade 2	52
Grade 3	43
Grade 4	42
Grade 5	44
Grade 6	33
Total Enrollment	336

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15.8
American Indian or Alaska Native	0.3
Asian	14.6
Filipino	10.4
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	1.2
White	11
Two or More Races	4.5
Socioeconomically Disadvantaged	75.6
English Learners	31.8
Students with Disabilities	13.4
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	17	16	16
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Shannon was constructed in 1967. Portable classrooms were added in 1988, 1998, and 2005. Special features are its spacious grounds, its single-story California ranch-style design and its international enrollment. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Repair thermostat in old library
Interior: Interior Surfaces			X	Broken floor tiles in hall by lunch room, room 5, room 5 old library, room 2, room 4, room 9, room 10, hall by room 1 Replace rubber base in room 5 old library
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights and (grid) diffusers falling in room 10, room 11, room 13, room 14
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Low pressure on drinking fountain on play yard Loose sink faucet in boys restroom by room 1 Replace toilet paper holder in girls restroom by room 7
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Repair fence outside by kitchen area
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Low pressure on drinking fountain on play yard Repair fence outside by kitchen area

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	24	46	33	35	44	48
Mathematics	19	38	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	43	41	95.3	48.8
	4	41	41	100.0	36.6
	5	45	45	100.0	48.9
	6	33	33	100.0	48.5
Male	3	27	26	96.3	53.9
	4	25	25	100.0	36.0
	5	26	26	100.0	38.5
	6	14	14	100.0	42.9
Female	3	16	15	93.8	40.0
	4	16	16	100.0	37.5
	5	19	19	100.0	63.2
	6	19	19	100.0	52.6
Black or African American	3	--	--	--	--
	4	12	12	100.0	41.7
	5	13	13	100.0	30.8
	6	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
Asian	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	18	17	94.4	47.1
	4	11	11	100.0	45.5
	5	16	16	100.0	50.0
	6	13	13	100.0	23.1
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	33	32	97.0	50.0
	4	26	26	100.0	26.9
	5	31	31	100.0	45.2
	6	24	24	100.0	41.7
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	43	43	100.0	44.2
	4	41	41	100.0	43.9
	5	45	45	100.0	33.3
	6	33	33	100.0	30.3
Male	**3**	27	27	100.0	51.9
	4	25	25	100.0	48.0
	5	26	26	100.0	26.9
	6	14	14	100.0	28.6
Female	**3**	16	16	100.0	31.3
	4	16	16	100.0	37.5
	5	19	19	100.0	42.1
	6	19	19	100.0	31.6
Black or African American	**3**	--	--	--	--
	4	12	12	100.0	33.3
	5	13	13	100.0	23.1
	6	--	--	--	--
American Indian or Alaska Native	**6**	--	--	--	--
Asian	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	**3**	18	18	100.0	50.0
	4	11	11	100.0	45.5
	5	16	16	100.0	37.5
	6	13	13	100.0	15.4
Native Hawaiian or Pacific Islander	**4**	--	--	--	--
White	**3**	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	33	33	100.0	45.5
	4	26	26	100.0	38.5
	5	31	31	100.0	29.0
	6	24	24	100.0	25.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	35	47	47	48	46	40	60	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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	45	45	100.0	46.7
Male	26	26	100.0	46.2
Female	19	19	100.0	47.4
Black or African American	13	13	100.0	23.1
Hispanic or Latino	16	16	100.0	56.3
Socioeconomically Disadvantaged	31	31	100.0	45.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.4	20	2.2

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Shannon has a School Community Outreach Worker (SCOW) and the following committees: Parent-Teachers Association (PTA), Parent Climate Committee (PCC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) which delegates decision-making to the SSC. These committees typically meet monthly: PTA 3rd Monday, PCC 1st Monday, ELAC 2nd Monday, SSC 3rd Monday.

The SCOW facilitates parent connection with all committees and coordination of all volunteers. The SCOW organizes and coordinates Shannon parent volunteers for field trips, supervising on the playground and helping in the classrooms. The SCOW works with local businesses and community agencies to solicit donations, sponsor various events, and share the general needs of the Shannon Learning Community and how we can support each other.

The PTA collaborates with faculty and community members in organizing events and activities that include the Multi-Cultural Potluck & Talent Show, Fall Fundraiser, Book Fairs, Walk-A-Thon, Winter Festival, 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 to take our children on field trips, educational assemblies, and even supplies for teachers' classrooms

The PCC gives parents a voice to speak openly with the principal about their concerns and aspirations for the climate at Shannon Elementary. From these conversations actions are created.

The 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 SSC consists of parents, community members, faculty and staff to share in decision making that determines the school budget in alignment with policies, practices and planned improvements of Shannon Elementary. Every elementary school must have a School Site Council composed of a parity of five parents or community members and the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Parents are encouraged to participate in their children's academic progress by going online and monitoring their children's activities on Khan Academy, Moby Max, Renaissance Learning, Raz Kids, Head Sprout, and ESGI. These blended learning online platforms that give parents an opportunity to view their children's profile and work with them on assignments. Parents and families attend family academic night. This is an opportunity for students and teachers to include parents in learning what the curriculum is and how curriculum is taught.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.0	5.3	4.7	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Shannon has an emergency response team and safety plan for protocols and a hierarchy of command to respond to earthquake, fire, and Lock-down situations. Fire and Disaster drills are scheduled throughout the year. Students are supervised before school, during morning, lunch recesses, and dismissal. Breakfast is available at 7:45 A.M. Students go to the yard at 8:20 where staff supervises them until classes begin at 8:30 A.M. After the morning assembly all visitors are required to enter through the main entrance and check in at the office.

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 2016-17)

Indicator	School	District
Program Improvement Status		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	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		17	2	3		19	1	3	
1	24		2		26		2		21		2	
2	21	1	1		22		2		24		2	
3	24		1		26		1		18	2		
4	27		2		29		1	1	30		2	
5	28		1		26		1		30		1	
6	30		2		25		2		33			1
Other	12	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5990.91	1788.59	4202.31	63096.69
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-34.5	-3.0
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-26.0	-16.8

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and Services available at Shannon School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
SP ED IDEA BASIC LOCAL ENTITL
SPECIAL ED - E
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Professional Development for faculty at Shannon Elementary is achieved in four ways: Professional Learning Communities (PLC) Communities of Practice (COP) school-wide among peers; District and Principal provided workshop, collaboration, teacher/leader growth opportunities; outside-of-District professional development opportunities; and personal career education.

PLCs are driven by the Instructional Leadership Team (ILT) which determines the themes and objectives of inquiry and facilitates implementation after approval of faculty. The first current PLC emphasis is on Data Driven Instruction (DDI) where teachers examine benchmark assessment data, analyze the strengths and weakness of whole classroom or grade level performance, identify students in need of intervention, determine intervention strategies, blocking of students and placement in learning center and during Response to Intervention (RTI), and measure the effectiveness of their efforts and reassess next steps. The COP emphasis is on functioning and streamlining alignment of Learning Center resources with DDI and RTI needs. This is spearheaded by our ILT, faculty, and Resource Specialist (RSP).

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division 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 meetings, 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 the Common Core State Standards (CCSS). Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction, Culturally Responsive Teaching (CRT), Response to Intervention (RTI), 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.

Outside of District opportunities are explored on a yearly basis. Examples are CABE, NTSM, GLAD, etc. These are often intensive learning experiences and teachers report back to the faculty and share that learning. Personal growth is done through advanced education in the obtaining of higher degrees--such as MEd, EdD, National Board Certification, and subject/area specific credentials. The District encourages and provides support for these programs in various degrees.