Shannon Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.

- View this SARC online at the school and/or LEA Web sites.

- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Shannon Elementary School
Street	685 Marlesta Road
City, State, Zip	Pinole, CA 94564
Phone Number	530 219-3752 personal cell
Principal	Dan MacDonald
E-mail Address	dmacdonald@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1198
CDS Code	07-61796-6004956

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Shannon Elementary is a fun, safe, and rigorous place to learn. We are a TK-6 grade school with a population of 358 students comprised of approximately 40% Latino, 30% Asian, 17% African American, 11% White, 2% Native Hawaiian and 1% American Indian or Alaskan Native. 28% 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). We celebrate the diversity of our community and guarantee equal access for every student. Teachers apply culturally responsive teaching practices for student engagement and discussion protocols. Our instructional-focus alignment with the District is an emphasis of student discourse while citing evidence, using academic vocabulary, and multiple methods to solve mathematical problems. Our instructional practice is student-centered problem solving for motivation and teacher-centered direct instruction for intervention in the classroom and Learning Center. Our discipline policy and school climate is based upon restorative redirection as opposed to punishment. Students are empowered to learn and solve their own issues. Our school culture is rich with parent involvement and participation at all levels in the classrooms, school-wide, and in the community. Shannon is a fun, safe, and rigorous place to learn.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	89
Grade 1	52
Grade 2	43
Grade 3	47
Grade 4	34
Grade 5	44
Grade 6	43
Total Enrollment	352

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	19.6
American Indian or Alaska Native	0.3
Asian	12.8
Filipino	11.9
Hispanic or Latino	42.3
Native Hawaiian orPacific Islander	0.9
White	9.9
Two or More Races	2.3
Socioeconomically Disadvantaged	69.3
English Learners	26.4
Students with Disabilities	13.4

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	15	15	15	15
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected: September 2013

Core Curriculum Area	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 (K-6) Prentice Hall Copper 6th Grade Triumphs (RSP) K-6 Little Treasurers T-K	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: K-6 Macmillan/McGraw Hill California Vistas	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. Shannon was inspected by the Williams Team in September 2013.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	Repair rubber base, repair floor tiles, secure bookcases and cubbies (work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Repair drinking fountains and faucets (work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Replace windows (work order submitted), install kick-down holders (work order submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[ ]	[X]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	22	45	36	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	36
Male	40
Female	32
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	30
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	41	38	39	41	43	42	54	56	55
Mathematics	44	41	49	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	1	4	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	12	-10	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	22	-16	-3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	17	-6	-2
English Learners	22	-20	-14
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.9	17.4	23.9

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 (Most Recent Year)

Shannon has an involved Parent-Teachers Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC) which share in decision and policy making with the faculty and the principal.

The PTA collaborates with faculty and community members in organizing events and activities that include the Multi-Cultural Potluck, Fall Fundraiser, Book Fairs, Walk-A-Thon, Winter Festival, Crafts Fair, yearbook, NED, Teacher Appreciation Days and Breakfasts, Spelling Bee, Red Ribbon Week, Classroom Parents, Pinole Police & Fire Department Safety Awareness Days, teacher materials, and Spring Fundraiser.

Local businesses and community agencies support various events, including the Pinole Clean-Up day in June and the Pinole Historical Society Essay Contest.

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 policies, practices and planned improvements of Shannon Elementary.   Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

English Learner Advisory Committee (ELAC) plans its activities/events in conjunction with the SSC and informs it (the SSC) of State and District policies and compliance issues.

In addition, Shannon is blessed with many parent and community volunteers who supervise our parking lot, attend field trips, and help in all aspects of school activities.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	7.5	8.9	6.0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

All of the Shannon Safety Plan was borrowed directly from its mentor school, Montalvin, led under the auspices of Principal Katherine Acosta-Verprauskus. This safety plan has specific protocols and a hierarchy of command to respond to Earthquake, Fire, and Lockdown situations. The Safety and Emergency Team meets four times per year. Fire and Disaster drills are scheduled throughout the year. Disaster drills are held in September, October (Great California Shake-Out Earthquake Drill), November (Community Awareness Emergency Response Drill (CAER), January, and March. Procedures for evacuation are reviewed in September and as needed. Emergency radio equipment is at the school. The safety plan for Shannon School is stored in every classroom and the Principal's office. Children are to arrive between 8:20 and 8:30 am when there is an adult on yard duty. All visitors must check into the main office and obtain a Visitor's Pass before going onto the campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	21.5	1	1	0	20	2	1		18	2	3	
1	20.5	2	0	0	14	2	1		17	1	2	
2	17.5	2	0	0	11	4			14	2	1	
3	26.5	0	2	0	9	4	1		16	2	1	
4	27	0	1	0	24	1	1		17	1	1	
5	25	0	1	0	21	1	1		22	1	1	
6	28	0	2	0	18	1	1		22	1	1	
Other												

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.60	---
Resource Specialist	1.00	---
Other	0	---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7,033.59	$1,690.69	$5,342.90	$55,953.67
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-3.7	1.6
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-3.5	-19.7

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and Services available at Shannon school include:
- ESEA Title I
- Economic Impact Aid
- Special Ed-E
- Transitional Kindergarten
- Accelerated Reader (Jan 2014)
- Computer Lab
- Gifted & Talented Ed-E
- Learning Center
- After School Care Grades 1-6 (Pinole Youth Center)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
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

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

PLCs are driven by the Instructional Leadership Team (ILT) which initiates foci 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 second PLC emphasis is on streamlining alignment of Learning Center resources with DDI and RtI needs. This is spearheaded by our Resource Specialist (RSP) who runs and manages the Learning Center. The third PLC emphasis is on peer coaching where teachers are able to plan, observe, and share feedback on instruction. This a non-evaluative opportunity for teachers to share best teaching practices and be supported.

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.