

Shannon Elementary

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 LCFF school is are ts, Rfytnd fFd lon l ay PvnvC yistoola lontabid LCFFhool prioclear adaêCFFteioëlk

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

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: 1/25/2017

Last updated: 1/25/2017

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

Last updated: 1/25/2018

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

Note: Cells with N/A value

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

Overall Facility Rate

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

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 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: 1/25/2016

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.

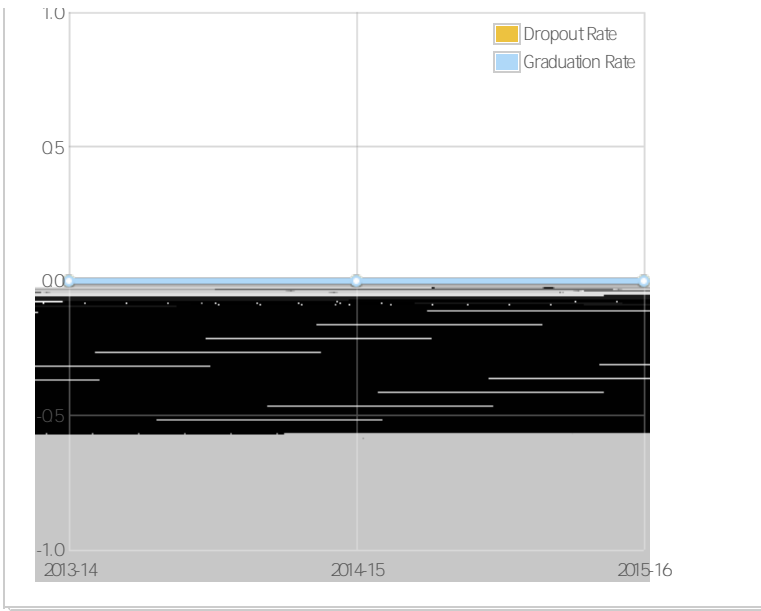
Last updated: 1/25/2016

C. Engagement

State Priority: Parental Involvement

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

Last updated: 1/22/2018



State Priority: School Climate

Last updated: 1/25/2018

The SAs

Last updated: 1/25/2018

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
		60.6%

Last updated: 1/25/2018

Average Class Size and Class Size Distribution (Elementary)

* 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)

*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.

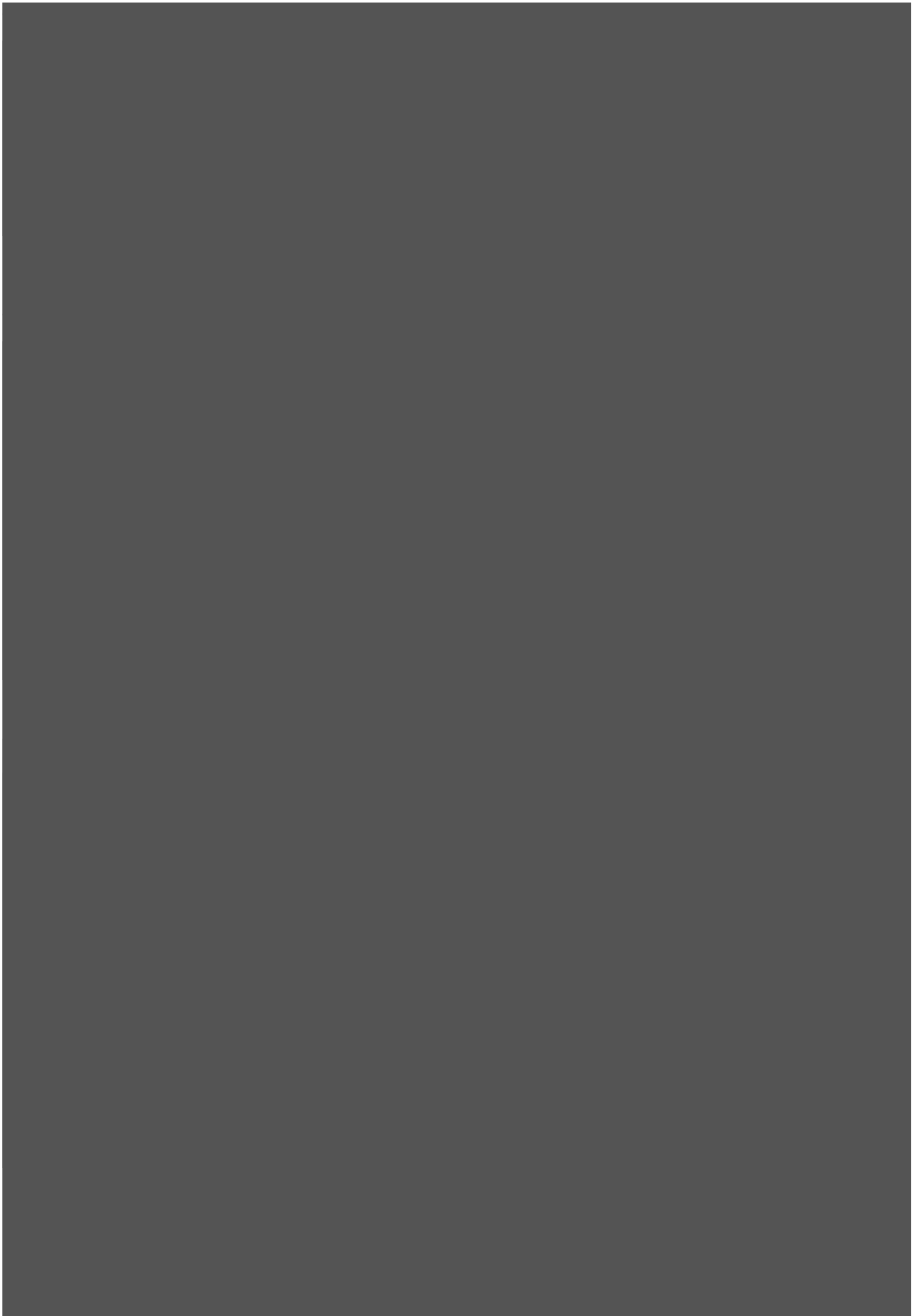
Last updated: 1/18/2018

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



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: 1/22/2018