

Shannon Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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	Jennifer Porter Gulick
Email Address	jportergulick@wccusd.net
School Website	www.wccusd.net/shannon
County-District-School (CDS) Code	07617966004956

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

DEMOGRAPHICS: Shannon is a TK-6 grade school with a population of 365 students comprised of approximately 43% Hispanic, 14% Filipino, 12% African American, 11% White, 7% Other Asian, 4% Chinese, 3% Vietnamese, 2%, Asian Indian, 2% Laotian, 1% American Indian or Alaskan Native, 1% Pacific Islander, .3% Cambodian, .3% Hmong, .3% Hawaiian.

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 families 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 families 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 families, they will support our learning community.

EQUITY: All the voices and families of our learning community will be heard, seen, and honored in our spaces, rituals, celebrations, accomplishments, and endeavors.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	49
Grade 2	43
Grade 3	46
Grade 4	45
Grade 5	37
Grade 6	43
Total Enrollment	335

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
Asian	16.4%
Black or African American	6.6%
Filipino	14%
Hispanic or Latino	45.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	8.1%
White	9.3%
English Learners	21.2%
Homeless	1.8%
Socioeconomically Disadvantaged	57.6%
Students with Disabilities	13.7%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	100.00	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	17.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	89.18	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.41	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown	1.00	5.41	91.20	5.99	15831.90	5.67
Total Teaching Positions	18.40	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5.2

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%

Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-6, c2007 - adopted 2007	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Room 11 - Secure the bookcase. Repair the rubber base. Men's exterior restroom - Repair the rubber base. Women's exterior restroom - Repair the rubber base. Replace the ceiling tile. Cafeteria - Repair the rubber base. Repair the floor tile by the big refrigerators. Paint the inside walls and the front of the stage. Girls restroom by room 7 - Paint the interior windows plywood.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Women's exterior restroom - It looks like only the emergency light is working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Men's exterior restroom - Repair the rubber base. Women's exterior restroom - Repair the rubber base. Replace the ceiling tile. It looks like only the emergency light is working.

School Facility Conditions and Planned Improvements

			<p>Play yard - Repair the leaking trap at the drinking fountain at the exterior wall of the boys restroom by room 1.</p> <p>Girls restroom by room 1 - Repair the boots at the toilet partition.</p> <p>Girls restroom by room 7 - Paint the interior windows plywood.</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs		X	<p>Cafeteria - Check the metal ramp at the bottom of the ramp to eliminate a tripping hazard. Paint the cafeteria ramps.</p> <p>Library portable B - Repair the wood on the ramp.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	<p>Play yard - Replace the splintered benches outside of room 4 and 5. Paint the exterior benches by room 4 and 5. Paint the basketball and tetherball poles yellow up to 6-ft.</p> <p>Girls restroom by room 7 - Paint the interior windows plywood.</p>

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	33	32	32	47	46
Mathematics (grades 3-8 and 11)	27	23	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	169	97.13	2.87	32.54
Female	80	78	97.50	2.50	34.62
Male	94	91	96.81	3.19	30.77
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	48.28
Black or African American	12	12	100.00	0.00	33.33
Filipino	29	29	100.00	0.00	41.38
Hispanic or Latino	77	72	93.51	6.49	26.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	9.09
White	16	16	100.00	0.00	31.25
English Learners	36	32	88.89	11.11	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	130	96.30	3.70	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	21	95.45	4.55	19.05

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	172	98.85	1.15	23.26
Female	80	80	100.00	0.00	22.50
Male	94	92	97.87	2.13	23.91
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	37.93
Black or African American	12	12	100.00	0.00	16.67
Filipino	29	29	100.00	0.00	41.38
Hispanic or Latino	77	75	97.40	2.60	12.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	18.18
White	16	16	100.00	0.00	25.00
English Learners	36	35	97.22	2.78	8.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	135	133	98.52	1.48	20.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	15.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	4.44	25.00	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	34	97.14	2.86	23.53
Female	13	13	100.00	0.00	7.69
Male	22	21	95.45	4.55	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	24	96.00	4.00	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	97.1	91.4	97.1	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

ACADEMIC MONITORING: Parents are encouraged to monitor their children's activities on through Clever on Khan Academy, Reflex Math, Renaissance Learning, Raz Kids, Class Dojo, Google Classroom, Sea Saw 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 have included in the past Multicultural Potluck, Talent Show, Fall Fundraiser, Chocolate Sales, Book Fairs, Walk-A-Thon, Winter Festival, Carnival, Crafts Fair, Teacher Appreciation Days and Breakfasts, Spelling Bee, Red Ribbon Week, Classroom Parents, Bingo Night, Movie Night, Yard Sale, 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 and monitors the progress of SMART goals. 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 influences the SSC in decision-making.

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 influences the SSC in decision-making.

SCOW: The School Community Outreach Worker (SCOW) facilitates parent connection with committees and coordination of

2023-24 Opportunities for Parental Involvement

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	349	124	35.5
Female	165	161	48	29.8
Male	200	188	76	40.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	59	58	11	19.0
Black or African American	29	23	10	43.5
Filipino	48	48	10	20.8
Hispanic or Latino	167	160	70	43.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	27	27	11	40.7
White	34	32	12	37.5
English Learners	89	85	30	35.3
Foster Youth	0	0	0	0.0
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	258	251	96	38.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	54	30	55.6

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.51	0.00	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

2023-24 School Safety Plan

5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	4	
1	22	2	2	
2	23		4	
3	21	2	2	
4	33			
5	32		2	
6	33			
Other	16	4	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	6	
1	21	2	2	
2	22		4	
3	22		4	
4	24		2	
5	26		2	
6	24		4	
Other	14	4	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	6	2	0
1	23	0	4	0
2	21	2	2	0
3	21	0	4	0
4	29	0	2	0
5	0	0	0	0
6	29	0	2	0
Other	19	4	4	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8248.45	2988.17	5260.28	68718.88
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	-4.8	-12.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-18.7	-24.5

Fiscal Year 2022-23 Types of Services Funded

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

ALETA PLUMMER
 AMAZON
 AMERICAN LEGACY PUBLISHING
 B & H PHOTO VIDEO INC
 COOLE SCHOOL, INC
 EDGEWOOD PRESS INC
 EXPLORELEARNING ORDERS
 FOLLETT CONTENT SOLUTIONS LLC
 JEFFREY BEAN
 JENNIFER PORTER GULICK
 KBA DOCUMENT SOLUTIONS, LLC
 LAKESHORE LEARNING MATERIALS
 LUCKY
 RONALD LOUIE
 SCHOOL SPECIALTY LLC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SUSAN HERNANDEZ
 VICTORIA MARIKO ROTE

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

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, CCEIS, 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), safety, sexual harassment, mandatory reporting, Growth Mindset, and more.

OUT-OF-DISTRICT:

Unbound Ed Science of Reading in February of 2023. (1 teacher and Principal)

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	30	15	10