

Shannon Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	K-6
County-District-School (CDS) Code	07617966004956

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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.

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	43
Grade 2	49
Grade 3	41
Grade 4	49
Grade 5	50
Grade 6	32
Total Enrollment	343

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Asian	15.7
Black or African American	7.6
Filipino	13.1
Hispanic or Latino	47.8
Two or More Races	8.2
White	7.6
English Learners	21
Foster Youth	0.3
Homeless	1.5
Socioeconomically Disadvantaged	66.5
Students with Disabilities	15.7

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	15.70	91.26	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.79	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.50	2.89	94.30	6.58	14303.80	5.15
Total Teaching Positions	17.20	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	5.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	5.2	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

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

School Facility Conditions and Planned Improvements

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

8/18/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 10: 2. HVAC COVER IS LOOSE (TAPED). 4. CEILING TILES HAVE WATER STAINS. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING. 20/ CAFETERIA: 2. VENT COVER IS LOOSE (STAGE). 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR IS GOUGING RAMP. P-WOMENS REST ROOM: 2. EXHAUST FAN IS NIT WORKING. VENT COVER IS LOOSE. 4. CEILING TILE IS MISSING. CEILING TILE T-BAR IS DAMAGED/BENT. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT POSTED)
Interior: Interior Surfaces			X	10: 2. HVAC COVER IS LOOSE (TAPED). 4. CEILING TILES HAVE WATER STAINS. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR HANDLE IS LOOSE. 12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. 13: 4. CEILING PANEL IS LOOSE. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY). 14: 4. CEILING PANEL IS MISSING. CEILING TILES HAVE WATER STAINS (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED. 20/ CAFETERIA: 2. VENT COVER IS LOOSE (STAGE). 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR IS GOUGING RAMP.

School Facility Conditions and Planned Improvements

			<p>3: 4. PLASTIC CEILING TILE/PANEL HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. EXTERIOR BENCHES HAVE DRY ROT/PAINT CHIPPING. 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>6: 4. CEILING TILE IS MISSING (ALSO IN HALLWAY). CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>9: 4. FLOOR TILES ARE DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 7. LIGHT MOTION SENSOR IS LOOSE. 12. DRY ROT ON SIDING.</p> <p>C: 4. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. 7. LIGHT MOTION SENSOR IS LOOSE.</p> <p>GIRLS REST ROOM: 4. STALL PARTITION COVER IS MISSING AT BASE. 8. ONE TOILET IS LOOSE AT BASE AND LEAKS AT FITTING. 15. DOOR CLOSER IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>NURSE: 4. RUBBER MOULDING IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</p> <p>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. VENT COVER IS LOOSE. 4. CEILING TILE IS MISSING. CEILING TILE T-BAR IS DAMAGED/BENT. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE DAMAGED (HALLWAY). 10. NO ROOM ID. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY).</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER.</p> <p>12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE</p>

School Facility Conditions and Planned Improvements

			<p>STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>13: 4. CEILING PANEL IS LOOSE. 5. GRAFITTI ON INTERIOR WALL (HALLWAY). 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING (HALLWAY).</p> <p>6: 4. CEILING TILE IS MISSING (ALSO IN HALLWAY). CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT (HALLWAY).</p> <p>BOYS REST ROOM : 5. FECES LEFT IN TOILET. 8. TOILET LEAKS AT FITTING. 9. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM : 5. PUDDLE ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED.</p> <p>C: 4. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. 7. LIGHT MOTION SENSOR IS LOOSE.</p> <p>FIRE RISER: 6. RODENT DROPPINGS PRESENT.</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER.</p> <p>10: 2. HVAC COVER IS LOOSE (TAPED). 4. CEILING TILES HAVE WATER STAINS. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>14: 4. CEILING PANEL IS MISSING. CEILING TILES HAVE WATER STAINS (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>20/ CAFETERIA: 2. VENT COVER IS LOOSE (STAGE). 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR IS GOUGING RAMP.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET</p>

School Facility Conditions and Planned Improvements

		<p>LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT (HALLWAY).</p> <p>A: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 7. LIGHT MOTION SENSOR IS LOOSE. 12. DRY ROT ON SIDING.</p> <p>BOYS REST ROOM : 5. PUDDLE ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED.</p> <p>C: 4. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. 7. LIGHT MOTION SENSOR IS LOOSE.</p> <p>F: 7. CORD IS CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>OFFICE: 7. ONE LIGHT PANEL IS OUT.</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>10: 2. HVAC COVER IS LOOSE (TAPED). 4. CEILING TILES HAVE WATER STAINS. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>3: 4. PLASTIC CEILING TILE/PANEL HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. EXTERIOR BENCHES HAVE DRY ROT/PAINT CHIPPING. 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>BOYS REST ROOM : 5. FECES LEFT IN TOILET. 8. TOILET LEAKS AT FITTING. 9. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM : 5. PUDDLE ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED.</p> <p>GIRLS REST ROOM : 8. ONE TOILET IS LOOSE AT BASE. ONE TOILET DOES NOT FLUSH PROPERLY. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET</p>

School Facility Conditions and Planned Improvements

			<p>HAS A DRIP AND HANDLE STICKS ON. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 4. STALL PARTITION COVER IS MISSING AT BASE. 8. ONE TOILET IS LOOSE AT BASE AND LEAKS AT FITTING. 15. DOOR CLOSER IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>NURSE: 4. RUBBER MOULDING IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</p> <p>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. VENT COVER IS LOOSE. 4. CEILING TILE IS MISSING. CEILING TILE T-BAR IS DAMAGED/BENT. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>UNISEX REST ROOM (NEAR ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. PLUG IN AIR FRESHENER.</p> <p>10: 2. HVAC COVER IS LOOSE (TAPED). 4. CEILING TILES HAVE WATER STAINS. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR HANDLE IS LOOSE.</p> <p>12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>2: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>20/ CAFETERIA: 2. VENT COVER IS LOOSE (STAGE). 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. 7. SWITCH PLATE IS BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR IS GOUGING RAMP.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. DRINKING FOUNTAIN CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>6: 4. CEILING TILE IS MISSING (ALSO IN HALLWAY). CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>9: 4. FLOOR TILES ARE DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>B/ LIBRARY: 10. FIRE EXTINGUISHER IS HUNG BY PULL PIN.</p> <p>BOYS REST ROOM : 5. FECES LEFT IN TOILET. 8. TOILET LEAKS AT FITTING. 9. ONE FAUCET HAS A DRIP. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM : 5. PUDDLE ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED.</p> <p>F: 7. CORD IS CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>GIRLS REST ROOM : 8. ONE TOILET IS LOOSE AT BASE. ONE TOILET DOES NOT FLUSH PROPERLY. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET HAS A DRIP AND HANDLE STICKS ON. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>STORAGE: 11. PAINT IS PEELING ON CEILING.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>A: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. RUBBER MOULDING IS MISSING. 7. LIGHT MOTION SENSOR IS LOOSE. 12. DRY ROT ON SIDING.</p> <p>BOYS REST ROOM : 5. PUDDLE ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED.</p> <p>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NIT WORKING. VENT COVER IS LOOSE. 4. CEILING TILE IS MISSING. CEILING TILE T-BAR IS DAMAGED/BENT. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR HANDLE IS LOOSE.</p> <p>20/ CAFETERIA: 2. VENT COVER IS LOOSE (STAGE). 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. 7. SWITCH</p>

School Facility Conditions and Planned Improvements

			<p>PLATE IS BROKEN. 11. PAINT IS PEELING ON RAMP RAILING. 15. DOOR IS GOUGING RAMP.</p> <p>4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 14. EXTERIOR BENCHES HAVE DRY ROT/PAINT CHIPPING. 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY.</p> <p>GIRLS REST ROOM : 8. ONE TOILET IS LOOSE AT BASE. ONE TOILET DOES NOT FLUSH PROPERLY. 9. ONE FAUCET LEAKS AT HANDLE. ONE FAUCET HAS A DRIP AND HANDLE STICKS ON. 11. PAINT IS PEELING ON EXTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GIRLS REST ROOM: 4. STALL PARTITION COVER IS MISSING AT BASE. 8. ONE TOILET IS LOOSE AT BASE AND LEAKS AT FITTING.15. DOOR CLOSER IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>PLAY COURTS: 14. VEGETATION AND CRACKS TNROUGHOUT.</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	45	32	33	46	47
Mathematics (grades 3-8 and 11)	23	36	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	161	92.53	7.47	44.72
Female	75	71	94.67	5.33	54.93
Male	99	90	90.91	9.09	36.67
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	63.33
Black or African American	21	19	90.48	9.52	31.58
Filipino	25	24	96.00	4.00	66.67
Hispanic or Latino	74	68	91.89	8.11	30.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	54.55
White	11	9	81.82	18.18	--
English Learners	36	31	86.11	13.89	22.58
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	125	118	94.40	5.60	44.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	18	69.23	30.77	27.78

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	174	162	93.10	6.90	35.80
Female	75	72	96.00	4.00	34.72
Male	99	90	90.91	9.09	36.67
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	60.00
Black or African American	21	19	90.48	9.52	10.53
Filipino	25	25	100.00	0.00	64.00
Hispanic or Latino	74	68	91.89	8.11	19.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	54.55
White	11	9	81.82	18.18	--
English Learners	36	33	91.67	8.33	18.18
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	125	118	94.40	5.60	38.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	18	69.23	30.77	16.67

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.00	20.93	20.56	20.89	30.29	30.73

2023-24 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	50	47	94.00	6.00	21.28
Female	25	24	96.00	4.00	20.83
Male	25	23	92.00	8.00	21.74
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	33	91.67	8.33	18.18
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.

2023-24 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 requires only participation results 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	98	98	98	98	98

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.

2024-25 Opportunities for Parental Involvement

Academic Monitoring

Parents are encouraged to actively monitor their children's activities through online platforms like Clever, Reflex Math, Raz Kids, Class Dojo, Google Classroom, Zearn, iReady, and ESGI. These tools allow parents to view their children's profiles, track progress, and engage with assignments at home. Parent-teacher conferences provide valuable face-to-face time with teachers to discuss academic and social growth. Additionally, families are invited to attend academic events such as Literacy Night and STEAM Night, as well as other cultural and social gatherings.

AAPAC

The African American Parent Advisory Council (AAPAC) empowers parents of African American students to influence how Shannon Elementary supports the academic, social justice, and social-emotional needs of African American students. The AAPAC also provides input for the School Site Council (SSC) decision-making process.

ELAC

The English Learner Advisory Committee (ELAC) offers parents of English Language Learners a platform to voice their opinions on how Shannon supports language acquisition and learning. ELAC plays an important role in advising the SSC on decisions affecting English Language Learners.

SCOW

The School Community Outreach Worker (SCOW) helps parents get involved with school committees and volunteer efforts. Parents can volunteer for field trips, playground supervision, and classroom assistance. The SCOW also collaborates with local businesses and agencies to gather donations and sponsor school events.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	376	364	116	31.9
Female	171	169	46	27.2
Male	205	195	70	35.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	56	54	10	18.5
Black or African American	38	36	14	38.9
Filipino	50	49	7	14.3
Hispanic or Latino	173	171	66	38.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	32	28	10	35.7
White	27	26	9	34.6
English Learners	84	83	23	27.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	258	256	90	35.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	62	33	53.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.51	0	0.27	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.27	0.00
Female	0.00	0.00
Male	0.49	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.58	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.39	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.54	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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.
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 2024. 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.

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	
1	23		4	
2	21	2	2	
3	21		4	
4	29		2	
6	29		2	
Other	19	4	4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	1	2	
1	19	2		
2	23		2	
3	20	2		
4	29		1	
5	31		1	
6	30		1	
Other	21	1	2	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9308.28	3487.17	5821.11	80774.20
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	2.0	-4.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-59.7	-15.8

Fiscal Year 2023-24 Types of Services Funded

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

AMAZON
 AMERICAN LEGACY PUBLISHING
 BAY AREA DISCOVERY MUSEUM
 BEARCOM COMMUNICATIONS INC.
 BRAINPOP LLC
 COOLE SCHOOL, INC
 CURRICULUM ASSOCIATES INC
 D HARRIS TOURS INC
 EAST BAY REGIONAL PARK DISTRICT
 EDGEWOOD PRESS INC
 EPS OPERATIONS LLC
 ESGI LLC

Fiscal Year 2023-24 Types of Services Funded

EXPLORELEARNING ORDERS
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 JENNIFER GULICK
 JENNIFER PORTER GULICK
 KBA DOCUMENT SOLUTIONS, LLC
 LUCKY
 MICHAELS TRANSPORTATION
 OAKLAND ZOO
 PINOLE FOOD VENTURES, INC
 RENAISSANCE LEARNING INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 SPECTRAFLOW, INC
 STARFALL EDUCATION
 TEACHERS PAY TEACHERS
 US BANK

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

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.

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	15	10	19