

# Shannon Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

### 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/>.

## 2025-26 School Contact Information

|                                          |                                                                       |
|------------------------------------------|-----------------------------------------------------------------------|
| <b>School Name</b>                       | Shannon Elementary School                                             |
| <b>Street</b>                            | 685 Marlesta Road                                                     |
| <b>City, State, Zip</b>                  | Pinole, CA 94564-2899                                                 |
| <b>Phone Number</b>                      | (510) 231-1454                                                        |
| <b>Principal</b>                         | Jennifer Porter Gulick                                                |
| <b>Email Address</b>                     | jportergulick@wccusd.net                                              |
| <b>School Website</b>                    | <a href="https://shannon.wccusd.net/">https://shannon.wccusd.net/</a> |
| <b>Grade Span</b>                        | K-6                                                                   |
| <b>County-District-School (CDS) Code</b> | 07617966004956                                                        |

## 2025-26 District Contact Information

|                         |                                                    |
|-------------------------|----------------------------------------------------|
| <b>District Name</b>    | West Contra Costa Unified School District          |
| <b>Phone Number</b>     | (510) 231-1100                                     |
| <b>Superintendent</b>   | Cheryl Cotton                                      |
| <b>Email Address</b>    | ccotton@wccusd.net                                 |
| <b>District Website</b> | <a href="http://www.wccusd.net">www.wccusd.net</a> |

## 2025-26 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

## 2025-26 School Description and Mission Statement

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

### 2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 66                 |
| Grade 1          | 50                 |
| Grade 2          | 42                 |
| Grade 3          | 50                 |
| Grade 4          | 46                 |
| Grade 5          | 48                 |
| Grade 6          | 53                 |
| Total Enrollment | 355                |

### 2024-25 Student Enrollment by Student Group

| Student Group                   | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female                          | 49                          |
| Male                            | 51                          |
| Asian                           | 12.4                        |
| Black or African American       | 9.6                         |
| Filipino                        | 10.4                        |
| Hispanic or Latino              | 52.7                        |
| Two or More Races               | 7                           |
| White                           | 7.9                         |
| English Learners                | 23.1                        |
| Homeless                        | 1.1                         |
| Socioeconomically Disadvantaged | 74.1                        |
| Students with Disabilities      | 16.6                        |

## **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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 16.4          | 89.18          | 1150.1          | 75.53            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 59.4            | 3.9              | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 5.41           | 171.6           | 11.27            | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 50.3            | 3.3              | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1             | 5.41           | 91.2            | 5.99             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 18.4          | 100            | 1522.8          | 100              | 279044.8     | 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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 15.7          | 91.26          | 1081.7          | 75.48            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 45.2            | 3.16             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1             | 5.79           | 155.3           | 10.84            | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 56.4            | 3.94             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0.5           | 2.89           | 94.3            | 6.58             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 17.2          | 100            | 1433.2          | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 13.2          | 76.84          | 1016.1          | 72.62            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 43.7            | 3.13             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3             | 17.37          | 190.3           | 13.6             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 81.3            | 5.82             | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1             | 5.79           | 67.7            | 4.84             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 17.2          | 100            | 1399.3          | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 1       | 1       |
| <b>Misassignments</b>                                        | 1.00    | 0       | 2       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 1.00    | 1       | 3       |

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

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.00    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.00    | 0       | 0       |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 5.8     | 0       | 17.6    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.2     | 0       | 10      |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected   |                                                                                                                                                                       | November 2025                              |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| Subject                                           | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption                                                     | Percent Students Lacking Own Assigned Copy |
| <b>Reading/Language Arts</b>                      | Teachers College Reading, Writing & Phonics, c2015 - adopted 2019<br>Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022                   | 0%                                         |
| <b>Mathematics</b>                                | Great Minds, Eureka Math Squared, c2025 - adopted 2025                                                                                                                | 0%                                         |
| <b>Science</b>                                    | Twig Science, grades TK-5, c2023 - adopted 2023<br>Amplify Science, grade 6, c2020 - adopted 2020                                                                     | 0%                                         |
| <b>History-Social Science</b>                     | Seesaw Lessons, grade TK, c2022 - adopted 2022<br>McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007<br>TCI History Alive, grade 6, c2017 - adopted 2020 | 0%                                         |
| <b>Foreign Language</b>                           | N/A                                                                                                                                                                   |                                            |
| <b>Health</b>                                     | N/A                                                                                                                                                                   |                                            |
| <b>Visual and Performing Arts</b>                 | N/A                                                                                                                                                                   |                                            |
| <b>Science Laboratory Equipment (grades 9-12)</b> | 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 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.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/23/2025

| System Inspected                                     | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------|-----------|-----------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer | X         |           |           | :<br>20/ CAFETERIA: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (ALSO ON STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. SWITCH PLATE IS BROKEN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON RAMP RAILING. 14. HOLE IS RUSTED THROUGH RAMP. 15. DOOR IS GOUGING RAMP.<br>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NIT WORKING. VENT COVER IS LOOSE. 4. CEILING TILES ARE MISSING. CEILING TILE T-BAR IS BENT AND DETERIORATING. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT ADEQUATE) STORAGE: 2. VENT COVER IS MISSING.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Interior:</b><br>Interior Surfaces                |           |           | X         | 10: 4. CEILING TILES ARE DAMAGED. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING.<br>11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING. FLOOR TILES ARE BROKEN. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.<br>12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.<br>13: 4. CEILING PANELS ARE LOOSE (TAPED). 9. FAUCET LEAKS AT HANDLE.<br>14: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP.<br>2: 4. CEILING TILE IS MISSING. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.<br>20/ CAFETERIA: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (ALSO ON STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. SWITCH PLATE IS BROKEN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON RAMP RAILING. 14. HOLE IS RUSTED THROUGH RAMP. 15. DOOR IS GOUGING RAMP.<br>3: 4. PLASTIC CEILING TILES/PANELS HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. |

## School Facility Conditions and Planned Improvements

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|---------------------------------------------------------------------|--|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                     |  |   | <p>4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY. 5: 4. RUBBER MOULDING IS CHIPPING. 9. DRINKING FOUNTAIN CAP IS MISSING AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 6: 4. CEILING TILES ARE 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. (WILLIAMS NOTICES ARE STACKED)</p> <p>9: 4. FLOOR TILES ARE DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>A: 4. CEILING TILES ARE TORN. FLOOR TILES ARE LIFTING. 12. DRY ROT ON SIDING. (WILLIAMS NOTICES ARE STACKED)</p> <p>C: 4. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. 7. ELECTRICALCOVER IS MISSING.</p> <p>D: 4. SOFT SPOT IN FLOOR AT ENTRY. CEILING TILE T-BAR IS DAMAGED. 10. BURNED CANDLES ARE PRESENT.</p> <p>GIRLS REST ROOM: 4. STALL PARTITION COVER IS MISSING AT BASE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>NURSE: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVER IS MISSING (OLD CLOCK). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. OLD SCREW HOLES IN STALL PARTITION ARE CREATING AN INJURY HAZARD. CEILING TILES ARE MISSING. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. DOOR 7S NOT SHUTTING PROPERLY. DOOR FRAME IS SEPERATING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</p> <p>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NIT WORKING. VENT COVER IS LOOSE. 4. CEILING TILES ARE MISSING. CEILING TILE T-BAR IS BENT AND DETERIORATING. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>WORKROOM: 4. CEILING TILES HABE WATER STAINS. FLOOR TILES ARE DAMAGED (HALLWAY). 10. NO ROOM ID.</p> |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation |  | X | <p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## School Facility Conditions and Planned Improvements

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|------------|--|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |  |   | <p>6: 4. CEILING TILES ARE 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. (WILLIAMS NOTICES ARE STACKED)</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>BOYS REST ROOM : 5. EXTERIOR DRINKING FOUNTAIN BASIN IS UNKEPT. 8. TOILET LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT BASE. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. ONE URINAL IS NOT FLUSHING PROPERLY. 9. ONE FAUCET HAS NO FLOW. 12. HOLE IN EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C: 4. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. 7. ELECTRICALCOVER IS MISSING.</p> <p>FIRE RISER: 6. DEAD RODENT PRESENT.</p> <p>GIRLS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON EXTERIOR WALL. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> |
| Electrical |  | X | <p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>10: 4. CEILING TILES ARE DAMAGED. 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 TILES HAVE WATER STAINS (HALLWAY). FORMICA TRIM IS MISSING ON COUNTERTOP.</p> <p>20/ CAFETERIA: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (ALSO ON STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. SWITCH PLATE IS BROKEN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON RAMP RAILING. 14. HOLE IS RUSTED THROUGH RAMP. 15. DOOR IS GOUGING RAMP.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 9. DRINKING FOUNTAIN CAP IS MISSING AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## School Facility Conditions and Planned Improvements

|                                                            |  |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------|--|--|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            |  |  |   | <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>7. ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>BOYS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. ONE URINAL IS NOT FLUSHING PROPERLY. 9. ONE FAUCET HAS NO FLOW. 12. HOLE IN EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C: 4. FLOOR TILES ARE BROKEN. 5. FLOORING IS DIRTY/UNKEPT. 7. ELECTRICALCOVER IS MISSING.</p> <p>F: 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINTNIS CHIPPING ON RAMP.</p> <p>OFFICE: 7. ONE LIGHT PANEL IS OUT.</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. OLD SCREW HOLES IN STALL PARTITION ARE CREATING AN INJURY HAZARD. CEILING TILES ARE MISSING. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. DOOR 7S NOT SHUTTING PROPERLY. DOOR FRAME IS SEPERATING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains |  |  | X | <p>10: 4. CEILING TILES ARE DAMAGED. CEILING PANELS ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>13: 4. CEILING PANELS ARE LOOSE (TAPED). 9. FAUCET LEAKS AT HANDLE.</p> <p>2: 4. CEILING TILE IS MISSING. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>3: 4. PLASTIC CEILING TILES/PANELS HAVE WATER STAINS. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 9. DRINKING FOUNTAIN CAP IS MISSING AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT FIXTURE IS OUT (HALLWAY). 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>BOYS REST ROOM : 5. EXTERIOR DRINKING FOUNTAIN BASIN IS UNKEPT. 8. TOILET LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT BASE. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. 11. PAINT IS PEELING ON EXTERIOR WALL.</p>                                                                                       |

## School Facility Conditions and Planned Improvements

|                                                    |  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|--|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    |  |   | <p>BOYS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. ONE URINAL IS NOT FLUSHING PROPERLY. 9. ONE FAUCET HAS NO FLOW. 12. HOLE IN EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>GIRLS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON EXTERIOR WALL. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>GIRLS REST ROOM: 4. STALL PARTITION COVER IS MISSING AT BASE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>NURSE: 4. RUBBER MOULDING IS MISSING. 7. ELECTRICAL COVER IS MISSING (OLD CLOCK). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. OLD SCREW HOLES IN STALL PARTITION ARE CREATING AN INJURY HAZARD. CEILING TILES ARE MISSING. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. DOOR 7S NOT SHUTTING PROPERLY. DOOR FRAME IS SEPERATING. FENCE TOP POST/WIRE IS MISSING. SECTION OF FENCE IS LOOSE (ZIP TIED).</p> <p>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NIT WORKING. VENT COVER IS LOOSE. 4. CEILING TILES ARE MISSING. CEILING TILE T-BAR IS BENT AND DETERIORATING. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>UNISEX REST ROOM (NEAR ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WET AREA: 8. TOILETS ARE NOT FLUSHING PROPERLY.</p> |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials |  | X | <p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>10: 4. CEILING TILES ARE DAMAGED. 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. FLOOR TILES ARE BROKEN. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>12: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

## School Facility Conditions and Planned Improvements

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|------------------------------------------------|---|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                |   |  | <p>STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>2: 4. CEILING TILE IS MISSING. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>20/ CAFETERIA: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (ALSO ON STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. SWITCH PLATE IS BROKEN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON RAMP RAILING. 14. HOLE IS RUSTED THROUGH RAMP. 15. DOOR IS GOUGING RAMP.</p> <p>5: 4. RUBBER MOULDING IS CHIPPING. 9. DRINKING FOUNTAIN CAP IS MISSING AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>6: 4. CEILING TILES ARE 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. (WILLIAMS NOTICES ARE STACKED)</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>9: 4. FLOOR TILES ARE DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>B/ LIBRARY:</p> <p>BOYS REST ROOM : 5. EXTERIOR DRINKING FOUNTAIN BASIN IS UNKEPT. 8. TOILET LEAKS AT FITTING. 9. ONE FAUCET IS LOOSE AT BASE. EXTERIOR DRINKING FOUNTAIN HAS A LEAK. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. ONE URINAL IS NOT FLUSHING PROPERLY. 9. ONE FAUCET HAS NO FLOW. 12. HOLE IN EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>F: 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINTNIS CHIPPING ON RAMP.</p> <p>GIRLS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON EXTERIOR WALL. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON CEILING.</p> |
| <b>Structural:</b><br>Structural Damage, Roofs | X |  | <p>A: 4. CEILING TILES ARE TORN. FLOOR TILES ARE LIFTING. 12. DRY ROT ON SIDING. (WILLIAMS NOTICES ARE STACKED)</p> <p>BOYS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 7. HAND DYRER IS EXTREMELY LOUD. 8. ONE TOILET LEAKS AT FITTING. ONE URINAL IS NOT FLUSHING</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## School Facility Conditions and Planned Improvements

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|----------------------------------------------------------------------------------------|---|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                        |   |  | <p>PROPERLY. 9. ONE FAUCET HAS NO FLOW. 12. HOLE IN EXTERIOR WALL. 13. FACIA BOARD IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>P-WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. VENT COVER IS LOOSE. 4. CEILING TILES ARE MISSING. CEILING TILE T-BAR IS BENT AND DETERIORATING. STALL DOOR LOCK COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 12. DRY ROT ON SIDING. (MENSTRUAL NOTICE NOT ADEQUATE)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>External:</b><br/>Playground/School Grounds, Windows/<br/>Doors/Gates/Fences</p> | X |  | <p>11: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING. FLOOR TILES ARE BROKEN. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>20/ CAFETERIA: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN (ALSO ON STAGE). WALL TRIM IS MISSING. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 7. SWITCH PLATE IS BROKEN. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON RAMP RAILING. 14. HOLE IS RUSTED THROUGH RAMP. 15. DOOR IS GOUGING RAMP.</p> <p>4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 15. EXTERIOR DOOR DOES NOT CLOSE PROPERLY. GIRLS REST ROOM : 5. PUDDLES ON FLOOR CREATING A SLIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON EXTERIOR WALL. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>GIRLS REST ROOM: 4. STALL PARTITION COVER IS MISSING AT BASE. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT ADEQUATE)</p> <p>PLAY COURTS: 14. VEGETATION AND CRACKS THROUGHOUT.</p> <p>PLAY FIELDS: 14. VEGETATION IS OVERGROWN/UNKEPT.</p> <p>P-MENS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. OLD SCREW HOLES IN STALL PARTITION ARE CREATING AN INJURY HAZARD. CEILING TILES ARE MISSING. 7. ELECTRICAL COVER IS LOOSE. 9. FAUCET HAS A LOW FLOW. 15. DOOR SWEEP IS MISSING. DOOR IS NOT SHUTTING PROPERLY. DOOR FRAME IS SEPARATING. 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                   |                     |                     |                  |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.</p> |                   |                   |                     |                     |                  |                  |
| Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
| English Language Arts/Literacy<br>(grades 3-8 and 11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 45                | 36                | 33                  | 34                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 36                | 29                | 23                  | 26                  | 35               | 37               |

## 2024-25 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                                  | 196                     | 182                  | 92.86                 | 7.14                      | 35.71                          |
| Female                                        | 85                      | 80                   | 94.12                 | 5.88                      | 38.75                          |
| Male                                          | 111                     | 102                  | 91.89                 | 8.11                      | 33.33                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian                                         | 27                      | 26                   | 96.30                 | 3.70                      | 53.85                          |
| Black or African American                     | 18                      | 17                   | 94.44                 | 5.56                      | 29.41                          |
| Filipino                                      | 23                      | 22                   | 95.65                 | 4.35                      | 54.55                          |
| Hispanic or Latino                            | 96                      | 88                   | 91.67                 | 8.33                      | 27.27                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 15                      | 13                   | 86.67                 | 13.33                     | 30.77                          |
| White                                         | 17                      | 16                   | 94.12                 | 5.88                      | 37.50                          |
| English Learners                              | 40                      | 36                   | 90.00                 | 10.00                     | 5.56                           |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 153                     | 142                  | 92.81                 | 7.19                      | 33.10                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 36                      | 24                   | 66.67                 | 33.33                     | 25.00                          |

## 2024-25 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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 196                           | 183                        | 93.37                       | 6.63                            | 28.96                                   |
| Female                                        | 85                            | 81                         | 95.29                       | 4.71                            | 25.93                                   |
| Male                                          | 111                           | 102                        | 91.89                       | 8.11                            | 31.37                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian                                         | 27                            | 26                         | 96.30                       | 3.70                            | 61.54                                   |
| Black or African American                     | 18                            | 17                         | 94.44                       | 5.56                            | 29.41                                   |
| Filipino                                      | 23                            | 22                         | 95.65                       | 4.35                            | 45.45                                   |
| Hispanic or Latino                            | 96                            | 89                         | 92.71                       | 7.29                            | 16.85                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | 15                            | 13                         | 86.67                       | 13.33                           | 15.38                                   |
| White                                         | 17                            | 16                         | 94.12                       | 5.88                            | 31.25                                   |
| English Learners                              | 40                            | 37                         | 92.50                       | 7.50                            | 13.51                                   |
| Foster Youth                                  | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | --                            | --                         | --                          | --                              | --                                      |
| Socioeconomically Disadvantaged               | 153                           | 143                        | 93.46                       | 6.54                            | 26.57                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 36                            | 24                         | 66.67                       | 33.33                           | 20.83                                   |

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 20.93             | 18.18             | 20.89               | 21.23               | 30.73            | 32.52            |

2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 48               | 44            | 91.67          | 8.33               | 18.18                   |
| Female                                        | 17               | 16            | 94.12          | 5.88               | 18.75                   |
| Male                                          | 31               | 28            | 90.32          | 9.68               | 17.86                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian                                         | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 24               | 22            | 91.67          | 8.33               | 13.64                   |
| 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               | 39               | 37            | 94.87          | 5.13               | 18.92                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 13               | 9             | 69.23          | 30.77              | --                      |

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.

2024-25 California Physical Fitness Test Participation Rates

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     | 91.1                          | 86.7                                          | 80                                                       | 88.9                                           | 88.9                     |

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.

2025-26 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.

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 384                   | 377                                     | 102                       | 27.1                     |
| Female                                        | 186                   | 184                                     | 47                        | 25.5                     |
| Male                                          | 198                   | 193                                     | 55                        | 28.5                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | 44                    | 44                                      | 7                         | 15.9                     |
| Black or African American                     | 39                    | 37                                      | 11                        | 29.7                     |
| Filipino                                      | 38                    | 38                                      | 5                         | 13.2                     |
| Hispanic or Latino                            | 204                   | 200                                     | 64                        | 32.0                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 25                    | 25                                      | 3                         | 12.0                     |
| White                                         | 34                    | 33                                      | 12                        | 36.4                     |
| English Learners                              | 96                    | 95                                      | 30                        | 31.6                     |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 11                    | 11                                      | 3                         | 27.3                     |
| Socioeconomically Disadvantaged               | 292                   | 287                                     | 81                        | 28.2                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 74                    | 70                                      | 31                        | 44.3                     |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0.27           | 1.3            | 4.81             | 4.82             | 4.31             | 3.6           | 3.28          | 2.94          |

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.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0              | 0              | 0.02             | 0.01             | 0.02             | 0.08          | 0.07          | 0.06          |

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 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 1.30             | 0.00            |
| Female                                        | 1.08             | 0.00            |
| Male                                          | 1.52             | 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                     | 7.69             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.49             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 4.00             | 0.00            |
| White                                         | 0.00             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 9.09             | 0.00            |
| Socioeconomically Disadvantaged               | 1.37             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 4.05             | 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.

## 2025-26 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.
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 2025. 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.

## 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                                   |

### 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                                     | 0                                   |
| 1           | 19                 | 2                                    | 0                                     | 0                                   |
| 2           | 23                 | 0                                    | 2                                     | 0                                   |
| 3           | 20                 | 2                                    | 0                                     | 0                                   |
| 4           | 29                 | 0                                    | 1                                     | 0                                   |
| 5           | 31                 | 0                                    | 1                                     | 0                                   |
| 6           | 30                 | 0                                    | 1                                     | 0                                   |
| Other       | 17                 | 2                                    | 1                                     | 0                                   |

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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           | 20                 | 2                                    |                                       |                                     |
| 1           | 21                 | 1                                    | 1                                     |                                     |
| 2           | 19                 | 2                                    |                                       |                                     |
| 3           | 23                 |                                      | 2                                     |                                     |
| 4           | 25                 |                                      | 1                                     |                                     |
| 5           | 27                 |                                      | 1                                     |                                     |
| 6           | 28                 |                                      | 1                                     |                                     |
| Other       | 18                 | 3                                    | 2                                     |                                     |

### 2024-25 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     |

## 2024-25 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                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                                   | 8662.24                      | 3246.04                             | 5416.19                               | 78445.32               |
| District                                      | N/A                          | N/A                                 | 5706.02                               | \$91,374               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 2.0                                   | -7.3                   |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$100,333              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -66.2                                 | -18.7                  |

## Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE - EPROCUREMENT  
 AMAZON  
 AMAZON (E-PROCUREMENT)  
 AMERICAN LEGACY PUBLISHING  
 BRAINPOP LLC  
 CALIFORNIA ACADEMY OF SCIENCES  
 COOLE SCHOOL, INC  
 CURRICULUM ASSOCIATES INC  
 D HARRIS TOURS INC  
 EDGEWOOD PRESS INC  
 EPS OPERATIONS LLC  
 EXPLORELEARNING ORDERS

## Fiscal Year 2024-25 Types of Services Funded

FIRST STUDENT INC  
FOLLETT CONTENT SOLUTIONS LLC  
LAKESHORE LEARNING MATERIALS  
LAMINATING AND BINDING SOLUTIONS IN  
LUCKY  
MICHAELS TRANSPORTATION  
REGENTS OF THE UNIVERSITY OF CALIFORNIA  
SOUTHWEST SCHOOL & OFFICE SUPPLY  
STARFALL EDUCATION  
US BANK  
ZEARN INC

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 |
|------------------------------------------------------|-----------------|----------------------------------------------|
| <b>Beginning Teacher Salary</b>                      | \$58,573        | \$60,863                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$91,890        | \$93,575                                     |
| <b>Highest Teacher Salary</b>                        | \$119,395       | \$125,548                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$131,244       | \$157,645                                    |
| <b>Average Principal Salary (Middle)</b>             | \$138,034       | \$165,341                                    |
| <b>Average Principal Salary (High)</b>               | \$156,078       | \$182,580                                    |
| <b>Superintendent Salary</b>                         | \$280,908       | \$357,064                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 25.8%           | 30.36%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 4.94%           | 4.88%                                        |

## Professional Development

**ON-SITE:** On-site 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, Rtl/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.

**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.

Professional Development

| Subject                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10      | 19      | 7       |