

Shannon Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Shannon Elementary School
Street	685 Marlesta Road
City, State, Zip	Pinole, CA 94564-2899
Phone Number	(510) 231-1454
Principal	Daniel MacDonald
Email Address	dmacdonald@wccusd.net
Website	www.wccusd.net/shannon
County-District-School (CDS) Code	07617966004956

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

DEMOGRAPHICS: Shannon is a TK-6 grade school with a population of 366 students comprised of approximately 41% Hispanic, 14% Asian, 14% African American, 14% Filipino 9% White, 8% Two or More, .57% Native Hawaiian/Pacific Islander and 0.28% American Indian or Alaskan Native. 30% are English learners, 71% qualify for free and reduced lunch, and 12% are receiving special education services.

PRIMARY LANGUAGES: The percentages of primary languages spoken at Shannon are 59% English, 25% Spanish, 5% Vietnamese, 4% Filipino, 2% Arabic, 2% Urdu, 1.15% Cantonese, 0.7% Punjabi, 0.3 Llocano, and 0.3% Khmu.

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 parents support and contribute to our learning community.

MISSION: The mission at Shannon Elementary is to support and motivate students to own their academic and social-emotional learning; empower teachers with leadership and autonomy to guide their own professional development; and include parents 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 parents, they will support our learning community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	84
Grade 1	46
Grade 2	50
Grade 3	54
Grade 4	44
Grade 5	48
Grade 6	28
Total Enrollment	354

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0.3
Asian	14.7
Filipino	15.8
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.6
White	9
Two or More Races	5.4
Socioeconomically Disadvantaged	65.3
English Learners	30.2
Students with Disabilities	14.1
Foster Youth	0.3
Homeless	5.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	17	17	1241
Without Full Credential	1	0	1	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Reattach the cage in back of the a/c unit of portable D.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	<p>Repair the floor tiles in portable C.</p> <p>Secure the metal shelf in the back storage room of the girls' restroom by room 7.</p> <p>Replace the ceiling tiles in room 4.</p> <p>Replace the mats at the front entrance.</p>
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	<p>Clean the exterior drinking fountain in the back of the school's restrooms by room 7.</p> <p>Inform the teachers in the portables not to block the emergency window (see portable A).</p>
Electrical: Electrical	Fair	<p>Repair the light fixture at the ceiling in the little storage room in the back of the girls' restroom by room 7. The fixture is off from the ceiling and has exposed wires.</p> <p>The light fixture is out on the exterior wall by the flag pole.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<p>Repair the leaking faucet in room 4, 10 and 12.</p> <p>Low pressure at the drinking fountain in the front lobby by the office.</p> <p>Loose faucet in the boys' restroom by room 1.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>New visible room numbers are needed on portables A, B, C and D. Remove any other numbers.</p>
Structural: Structural Damage, Roofs	Fair	<p>Replace the rotted plywood at the men's exterior restroom wall facing the garden on portable D.</p> <p>Replace the rotted plywood at the men's exterior restroom wall facing portable A.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>Repair the bench outside by room 4.</p> <p>Replace the exterior door facing the entrance to the school by the flag pole. It is the door on the right.</p> <p>Repair the round steps on the play structure in the kindergarten yard.</p> <p>Cut and clean the bushes in the back of the portables A and B. This needs to be kept cleared to be an escape route in case of emergency.</p>
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	30	36	36	50	50
Mathematics (grades 3-8 and 11)	44	39	24	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	166	99.40	0.60	29.52
Male	88	87	98.86	1.14	26.44
Female	79	79	100.00	0.00	32.91
Black or African American	22	22	100.00	0.00	13.64
American Indian or Alaska Native					
Asian	27	26	96.30	3.70	30.77
Filipino	27	27	100.00	0.00	51.85
Hispanic or Latino	69	69	100.00	0.00	27.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	23.08
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	115	114	99.13	0.87	25.44
English Learners	69	69	100.00	0.00	28.99
Students with Disabilities	20	20	100.00	0.00	15.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	165	98.80	1.20	39.39
Male	88	86	97.73	2.27	38.37
Female	79	79	100.00	0.00	40.51

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	22	22	100.00	0.00	13.64
American Indian or Alaska Native					
Asian	27	26	96.30	3.70	46.15
Filipino	27	27	100.00	0.00	66.67
Hispanic or Latino	69	69	100.00	0.00	36.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	12	92.31	7.69	33.33
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	115	113	98.26	1.74	36.28
English Learners	69	69	100.00	0.00	44.93
Students with Disabilities	20	20	100.00	0.00	50.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	12.5	50.0	25.0

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

ACADEMIC MONITORING: Parents are encouraged to go online and monitor their children's activities on Khan Academy, Reflex Math, Renaissance Learning, Raz Kids, Class Dojo, and ESGL. These online learning tools give parents the ability to view their children's profiles and work with them on assignments at home. Parent-teacher conferences are an opportunity for parents to meet face-to-face with their children's teachers and discuss their academic and social progress. In addition, parents and families attend family academic nights and other social/cultural events.

PTA: The Parent-Teachers Association (PTA) collaborates with faculty and community members in organizing events and activities that have included Multicultural Potluck, Talent Show, Fall Fundraiser, Chocolate Sales, Book Fairs, Walk-A-Thon, Winter Festival, Carnival, Crafts Fair, Teacher Appreciation Days and Breakfasts, Spelling Bee, Red Ribbon Week, Classroom Parents, Bingo Night, Movie Night, Yard Sale, Pinole Police & Fire Department Safety Awareness Days, teacher materials, and Spring Fundraiser. The PTA provides some to all of the funding for buses, field trips, educational assemblies, and additional supplies for teachers' classrooms.

SSC: The School Site Council (SSC) consists of parents, community members, faculty and staff to share in decision making that determines the school budget in alignment with the Vision, Mission and Theory of Action of Shannon Elementary and monitors the progress of SMART goals. The School Site Council is composed of five parents/community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

AAPAC: The African American Parent Advisory Council (AAPAC) gives the parents of African American students a voice in how Shannon supports the academic, social justice, and social-emotional learning of African American students. The AAPAC influences the SSC in decision making.

ELAC: The English Learner Advisory Committee (ELAC) gives the parents of English Language Learners a voice in how Shannon supports the learning of English for students with English as a second language. The ELAC influences the SSC in decision making.

FAMILY CLUB: The Family Club is a project-oriented arm of the PTA and meets each month to support the PTA with their activities and to improve school-site conditions in conjunction with the WCCUSD Management and Operations Departments. Many projects are improving the garden, tending the orchard, assembling and setting benches, landscaping, touch-up painting, removal of fire hazards, re-striking the playground, hallway decorations, book collections, and data entry and whatever is needed to improve the school environment.

SCOW: The School Community Outreach Worker (SCOW) facilitates parent connection with committees and coordination of volunteers for school functions. Parents volunteer for field trips, supervision on the playground and help in the classrooms. The SCOW works with local businesses and community agencies to solicit donations and sponsor various events.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	6.0	2.2	4.7	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 for 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 January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	1	3		18	3	1		21	1	3	
1	21	1	1		23		2		23		2	
2	21		2		23		2		22		2	
3	24		2		20	2			20	1	2	
4	32		1		25		2		31		1	
5	26		1		27		1		31		1	1
6	29		2		29		1		28		1	
Other**	8	1			11	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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)	1.0
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,682.81	\$1,772.94	\$5,909.88	\$73,903.79
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-25.6	4.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-23.8	-10.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- CLAY PEOPLE
- COMMON VISION
- COOLE SCHOOL, INC
- D & D SECURITY ENTER
- EDGEWOOD PRESS INC
- ELLISON EDUCATIONAL
- ESGI LLC
- EXPLORELEARNING
- HEINEMANN COMPANY
- LEARNING A-Z
- READ NATURALLY INC
- SOUTHERN COMPUTER WA
- SOUTHWEST SCHOOL & O
- SPORT SUPPLY GROUP I
- STARFALL EDUCATION
- SWANK MOVIE LICENSIN
- ULINE INC

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

ON-SITE: Onsite professional development occurs at monthly faculty meetings, weekly grade-level meetings, periodic administrative evaluations, and administrative/peer coaching. The ILT, principal, and teachers determine the goals and tasks to improve instruction, climate, and culture. The professional development activities are to participate in professional learning communities (PLC) and communities of practice (CoP) as members of function-specific committees/teams/positions: SST, RtI/LC, 504, ELAC, AAPAC, SSC, AC, TIC, TTL, VAPA, PTA, and ILT.

DISTRICT: The District provides and teachers participate in professional development in English language development (ELD), English language arts (ELA), mathematics, writing, science, technology, Smarter Balanced Assessment Consortium (SBAC), Playworks, safety, sexual harassment, mandatory reporting, Growth Mindset, Building Effective Schools Together (BEST) and more.

OUT-OF-DISTRICT: Teachers' out-of-district Training and Professional Developments:

Mathematics conference of Northern California at Asilomar, CA in December of 2019. (7 teachers, 1 admin)

Santa Clara Office of Education for the study of ELD. (5 teachers, 1 admin)

California Association for Bilingual Education (CABE) in April of 2018. (1 teacher)

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.