Shasta 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	Shasta Elementary School
Street	169 Leora Court
City, State, Zip	Chico, CA 95973
Phone Number	(530) 891-3141
Principal	Bruce Besnard
Email Address	bbesnard@chicousd.org
Website	http://shasta.chicousd.org/
County-District-School (CDS) Code	04-61424-6003099

Entity	Contact Information
District Name	Chico Unified School District
Phone Number	(530) 891-3000
Superintendent	Kelly Staley
Email Address	kstaley@chicousd.org
Website	www.chicousd.org

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

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although enrollment in this K-5 school has grown and new construction has modernized the campus, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley.

Shasta School's mission is to promote high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment.

It is the vision of Shasta Elementary School that with the aid of pupils, parents, staff and community, students will become confident individuals with positive self-esteem. They will be respectful; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed life-long learners; and users of current technology. In our vision, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	99
Grade 2	107
Grade 3	127
Grade 4	103
Grade 5	102
Total Enrollment	629

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.1
Asian	4.3
Filipino	0.3
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0.3
White	65.8
Two or More Races	5.2
Socioeconomically Disadvantaged	35.9
English Learners	11.1
Students with Disabilities	8.6
Foster Youth	0.2
Homeless	1

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	28	28	28	602
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education. The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McMillan/McGraw-Hill - CA Treasures - 2010	Yes	0
Mathematics	McGraw Hill/Wright Group / Everyday Math - 2013/2014	Yes	0
Science	K-5: McMillan/McGraw Hill / California Science - 2007	Yes	0
History-Social Science	Harcourt / Reflections - 2006	Yes	0
Foreign Language	Meets State Guidelines		0
Health	Meets State Guidelines		0
Visual and Performing Arts	Meets State Guidelines		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Webster School, a one-room schoolhouse, existed on this site from 1867 to 1924. Shasta Union School was built near the current site and existed from 1924 to 1969. The cafeteria building was the first building on our current site. Shasta School was built in 1963, with two additional classroom buildings added in 1972 and 1976. While playground space is limited, the development of DeGarmo Park has been a welcome addition to Shasta School. Students may arrive no earlier than 7:45 a.m. Supervision is provided for students in the multipurpose room where breakfast is available. Students must be picked up after school by 2:50 p.m. Supervision is provided until that time. The Chico Area Recreation District (CARD) provides an after-school program that runs until 6:00 p.m. All classrooms have telephones, internet, and intercom. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each year our PTO has paid for a number of improvements including, but not limited to, new carpeting, walls and drapes for our classrooms. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

With funding from Measure K, five new buildings have been added to the campus to replace all of the portable classrooms. A new kindergarten complex has been added with five new classrooms and a new playground. Five new first grade classrooms, six intermediate classrooms, and three new second grade classrooms have been added in addition to a new office complex. Additionally, the campus has been reconfigured to create a single point of entry for parents to increase student safety. Along with the new classrooms, a new outdoor dining area has been added as well as a school garden.

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: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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)	55	62	54	56	50	50
Mathematics (grades 3-8 and 11)	55	54	44	43	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	328	321	97.87	2.13	61.68
Male	173	172	99.42	0.58	59.88
Female	155	149	96.13	3.87	63.76
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	9	81.82	18.18	66.67
Filipino					
Hispanic or Latino	59	59	100.00	0.00	42.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	225	220	97.78	2.22	67.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	63.16
Socioeconomically Disadvantaged	130	126	96.92	3.08	40.48
English Learners	38	36	94.74	5.26	36.11
Students with Disabilities	37	36	97.30	2.70	8.33
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	64.29

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	327	319	97.55	2.45	54.23
Male	172	171	99.42	0.58	57.89
Female	155	148	95.48	4.52	50.00
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Filipino					
Hispanic or Latino	58	58	100.00	0.00	32.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	225	217	96.44	3.56	59.91
Two or More Races	19	19	100.00	0.00	52.63
Socioeconomically Disadvantaged	130	126	96.92	3.08	33.33
English Learners	38	38	100.00	0.00	36.84
Students with Disabilities	36	35	97.22	2.78	11.43
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	50.00

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	10.8	20.0	27.7

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)

Parent involvement and support at Shasta are high, with many parents serving as parent volunteers in classrooms and on field trips. An active PTO provides support in many ways, with effort directed toward getting the school community together for social activities. The school, in conjunction with the PTO, schedules at least one free (non-fundraising event) per month. These events include movie nights, ice cream socials, family math nights, family reading nights and our Sing-a-long with Santa.

Grandparents, Family and Friends Day, a school sponsored activity for the past 45 years, draws over 1200 grandparents and relatives to the school for a day of programs and activities. Another annual event, the Farmers Dinner, is sponsored by the PTO and involves all of the school community.

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	0.0	0.1	0.0	3.6	3.2	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include: traumatic incidents; imminent danger procedure (Code Red); evacuation/relocation procedure; civil defense/disorder; bomb threat/bomb emergency; earthquake; chemical spill; crime in progress; and fire/explosion. The last update was in September 2019.

We continue to explore ways to secure our campus including additional gates/fences to control the ingress/egress to and from campus. Visitors to our campus must first come to the office and SIGN IN. A visitor will be given a VISITOR BADGE or PASS. Volunteers must fill out proper paperwork at the beginning of every year to work in classrooms or drive on field trips. The district takes great efforts to ensure that all schools are clean, safe, and functional. District and site maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed.

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	23		5		22		5		23		4	
1	22		4		24		4		25		4	
2	24		4		25		4		21		5	
3	23		4		25		5		25		5	
4	30		4		33		1	2	34			3
5	32		2	1	31		4		29	1		3
Other**												

*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*	1258.0

*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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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	$9,654.90	$2,477.95	$7,176.95	$68,670.00
District	N/A	N/A	$7,753.31	$68,670.00
Percent Difference - School Site and District	N/A	N/A	-7.7	0.0
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	1.4	-16.6

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)

Shasta receives the following funding:
- LCAP (Local Control and Accountability Plan) funds are provided top reach our school's goals including focusing interventions on students from typically underrepresented sub-groups. These funds help provide additional instruction and supervision for students.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,116	$51,374
Mid-Range Teacher Salary	$60,128	$80,151
Highest Teacher Salary	$94,637	$100,143
Average Principal Salary (Elementary)	$104,769	$126,896
Average Principal Salary (Middle)	$108,465	$133,668
Average Principal Salary (High)	$113,511	$143,746
Superintendent Salary	$214,172	$245,810
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	4%	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	6	6	6

Teachers attend workshops or conferences to meet identified individual needs. Regularly scheduled staff meetings provide additional opportunities for training and collaboration with a focus on language arts, specifically writing. One focus this year is developing writing skills - activities, writing samples, and rubric-scored assessments are being shared in small groups and staff-wide meetings. Another focus this year is enriching our mathematics program. Numerous teachers have attended seminars or workshops regarding Universal Design for Learning (UDL). Grade levels are released to create goals, plan lessons, share assessment data and improve student achievement. Teachers participate in district-wide staff development meetings and webinars.