

# Little 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	Little Shasta Elementary School
Street	8409 Lower Little Shasta Rd.
City, State, Zip	Montague, CA 96064
Phone Number	(530) 459-3269
Principal	Todd Clark
Email Address	tclark@littleshasta.k12.ca.us
Website	<a href="http://lse-lsesd-ca.schoolloop.com">http://lse-lsesd-ca.schoolloop.com</a>
County-District-School (CDS) Code	47-70383-6050835

Entity	Contact Information
District Name	Little Shasta Elementary School District
Phone Number	(530) 459-3269
Superintendent	Todd Clark
Email Address	tclark@littleshasta.k12.ca.us
Website	http://www.littleshasta.k12.ca.us

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

Little Shasta School, established in 1858, is a two-room school situated on the north flank of Mt. Shasta in the Little Shasta Valley. The students come from small generational ranches, ranch-hands, and blue-collar workers seeking a small school environment. Little Shasta Elementary School is a rural Kindergarten through 6th grade district with an enrollment of about 26 students. There is very little mobility. Sixty percent of the students receive Free and Reduced Lunch Services and zero percent of the students are English Language Learners. We have recently undergone a complete revitalization of our campus including painting, new furniture, technology upgrades and a new playground and outdoor picnic area. Our school is "cutting edge" in every respect while maintaining the small, country traditions we've had since 1858

The school is composed of two classrooms, a multi-purpose room (cafeteria, library, and small stage), and a small computer lab with limited space. The cafeteria is used for an after-school program which is supported solely by the school district. Our technology teacher is also the Director of the After School Program. A strong Parent Club provides additional funding to supplement student learning activities, supplies, technology, and academic fieldtrips.

MISSION STATEMENT: Little Shasta provides a safe and nurturing environment to promote lifelong learners and responsible citizens equipped to achieve their goals in a global society.

All decisions are based on the philosophy "Our Kids Are Worth Whatever It Takes."

Motto/slogan -Continuing the tradition....where kids come first!

### Beliefs

Little Shasta Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate individualized instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

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

Grade Level	Number of Students
Kindergarten	3
Grade 1	5
Grade 2	3
Grade 3	4
Grade 5	4
Grade 6	2
Total Enrollment	21

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	19
White	52.4
Two or More Races	28.6
Socioeconomically Disadvantaged	76.2
Students with Disabilities	19
Homeless	

## 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	1	2	2	2
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

### 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:** December 2019

The school works to keep up-to-date with its curriculum and instructional materials. Teachers also take advantage of supplemental materials from a variety of sources, including web-based materials and simulations. This year, an updated Houghton Mifflin Language program was implemented in all grades K - 6th.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/2018	Yes	0
Mathematics	Eureka Math/2016	Yes	0
Science	Houghton Mifflin/2015	Yes	0
History-Social Science	Harcourt Brace/2014	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Student safety, health, and well being are considered a foremost priority by all who work at LSE. Regular facility reviews check for safety and health issues and appropriate repairs are completed as a result. The district follows a comprehensive scheduled preventative and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices, and bathrooms are clean and well maintained.

A major school remodel project was completed during the summer of 2017 including the painting of all interiors, new paneling, new furniture, rugs and carpets. A new library was also added in an used area. The school's technology infrastructure also was completely overhauled. A new fire suppression system was installed.

### 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:** 2019, August

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	--	--	--	--	50	50
<b>Mathematics (grades 3-8 and 11)</b>	--	--	--	--	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
<b>All Students</b>	--	--	--	--	--
<b>Male</b>	--	--	--	--	--
<b>Female</b>	--	--	--	--	--
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
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	--	--	--	--	--
Male	--	--	--	--	--
Female	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners					
Students with Disabilities	--	--	--	--	--
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			

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)

Our parents at L.S.E. are an integral part of our school. We have a very active Parents' Club. Parents may request meetings with the teachers at any time. We have parent conferences twice yearly and upon request at the end of the school year. Parents help with many fund raisers for our special projects such as the French Creek Environmental School and many local field trips. Last Year the Parent Club hosted a major fundraiser that made over \$18,000. and donated \$12,000. to the purchase of a new school van. The parents are also our drivers for field trips as the school doesn't have buses. Parents coordinate all of our special events like Easter Picnic, Pumpkin Patch, and Halloween Activities. Parents are an integral part of our programs and the students education. Parents are welcome to help in the classroom.

### 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
<b>Suspensions</b>	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.5	3.5
<b>Expulsions</b>	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)

Student safety, health, and well-being are considered a foremost priority by all who work at the school. Monthly checks for safety and health issues and appropriate repairs are completed as a result. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire and disaster drills are conducted on a regular basis. A school wide discipline program holds each child accountable for his/her behavior. Parents and students understand the consequences for misbehavior. A student/parent handbook specifically spells out student and parent expectations.

We believe that safe, secure educational facilities and procedures that are fair and equitable, promote a positive educational environment. Student well – being will be the first consideration in decision-making. Behavior that demeans the dignity or self-worth of any individual or group will not be tolerated. The staff believes through positive interactions and mutual respect, academic and citizenship behaviors improve. The adopted discipline code is given to each student and family prior to school in the Parent Student Handbook. It contains the rules and consequences. Consequences are fair and consistent and in line with the California Education code.



The Staff and School Board completely revised and up dated the school's Comprehensive Safety Plan this past year which included consultation with all first responders in the area. Drills based on these new procedures are practiced monthly with students. New technologies including Surveillance Cameras and Intercom and electronic gates have recently been installed..

The school offers the following opportunities:

1. State adopted standards-based instructional materials
2. Teacher & part-time aide
3. Mountain Valley League for volleyball, basketball, and track & field.
4. Professional Development
5. Differentiation of Instruction
6. Resource Specialist Program
7. Technology
8. Parent and Community Involvement-Active Parent Club
9. Aquarium Incubator Project (Salmon and Trout)
10. Inter-district Curriculum Days: Math, Performing Arts, Social Studies/Science, Physical Education, and Language Arts
11. Speech
12. Siskiyou County Spelling Bee
13. Special Field Trips- Science, Social Studies and Music field trips, Down Hill Skiing/Snowshoeing/Cross Country Skiing, White Water Rafting (4-6th grade), French Creek Outdoor Ed Camp 4-6th grade), Agriculture Day, as well as many others.
14. Part Time Art Teacher
15. Community Easter Picnic/ Christmas Musical/Pumpkin Patch Hayride
16. FREE After School Program

## 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	2	1			3	1			3	1		
1	1	1			2	1			5	1		
2	1	1			3	1			3	1		
3	2	1			1	1			4	1		
4	3	1			3	1						
5	1	1			2	1			4	1		
6	1	1			2	1			2	1		
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*	.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	
Speech/Language/Hearing Specialist	
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	\$25,682.19	\$10,656.61	\$15,025.59	\$46,785.
District	N/A	N/A	\$15,025.59	\$38,788.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	71.3	-29.9

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)

After School Program, Science Specialist, Part Time Art Teacher, and Technology are funded by school base. Some field trips are also funded by school base.

Science Specialist funded by School Base.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,450	\$45,252
Mid-Range Teacher Salary	\$48,557	\$65,210
Highest Teacher Salary	\$59,813	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$45,022	\$124,686
Percent of Budget for Teacher Salaries	15%	31%
Percent of Budget for Administrative Salaries	13%	7%

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	2	2	2

Learning the new Common Core Standards, Teaching Students to Goal Set, and focusing on teaching students writing techniques continues to be a focus for professional development. This year our teachers attended a comprehensive 3 day training to incorporate curriculum strategies centered around the new school gardening program.