

Mount 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	Mount Shasta Elementary School
Street	501 Cedar Street
City, State, Zip	Mount Shasta, CA 96067
Phone Number	(530) 926-3434
Principal	Barry Barnhart
Email Address	bbarnhart@msusd.org
Website	www.mountshastausd.com
County-District-School (CDS) Code	47-70425-6050884

Entity	Contact Information
District Name	Mount Shasta Union School District
Phone Number	(530) 926-6007
Superintendent	Barry Barnhart
Email Address	bbarnhart@msusd.org
Website	www.mountshastausd.com

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

Mount Shasta Elementary School, located 75 miles south of the Oregon border at the base of its 14,162 foot namesake, houses a TK-3rd grade school of around 230 students. Our team consists of a half-time principal, twelve fully credentialed classroom teachers, 2.25 FTE credentialed specialists, .5 FTE credentialed counselor, paraprofessionals, and support staff all working collaboratively to provide a quality education to all of our children academically, emotionally, and physically. As our vision states, we strive to be a leader of educational excellence in the state of California. The mission of the Mount Shasta Union School District is to promote a system of educational excellence providing the opportunity for all students to become productive citizens and achieve high academic standards. To support our vision and mission, the following three aims drive every decision we make to ensure success:

- Aim 1: Maximize student achievement
- Aim 2: Ensure safe, secure, and well maintained schools
- Aim 3: Function with increasing efficiency and effectiveness.

With a clear vision and goals to guide us, we provide a strong curriculum, effective teaching strategies, appropriate materials, and sufficient support to ensure all students become proficient in the standards. Through data-driven instruction, we maintain a balanced language arts and math program. Every trimester, we assess our students' abilities in reading, writing, and math to tailor our intervention plans. Our students receive whole-group instruction along with small-group guided lessons that differentiate instruction. To further support students who may be struggling, we run targeted Title I reading and math programs. Our Title I intervention teachers and our special education teacher work very closely to customize the perfect intervention plan for our students. Our school has a leveled book room so students have access to a wide variety of interesting stories to read at their specific reading level to help them grow their reading skills. Furthermore, there are leveled libraries in our classrooms from which students can choose books to read. We have a science lab that was funded through the Mt. Shasta Education Foundation where students go to immerse themselves in hands-on activities related to the Next Generation Science Standards.

The Mount Shasta area offers many natural resources that can be incorporated into our outdoor science programs. We integrate reading, writing, and math into our science and social studies curriculum and offer myriad opportunities for our students to apply their skills to real-world problems and their solutions. Finally, we take great pride in the fact that we offer a strong music education program for our students during the school day, and volunteers also run a thriving after-school choir program that is meeting great success.

Our students and families are supported through a variety of classroom activities and community organizations. With our Peaceful Playground and Second Step programs, students learn to resolve conflicts among themselves, rather than expecting adults to intervene. The Mt. Shasta Resource Center, First 5 Siskiyou, Siskiyou Child Care Council, PIE (Partners in Education), The Mt. Shasta Education Foundation, Boys and Girls Club, and the Mt. Shasta Recreation Department are all integral parts of providing a well balanced education for our students. There is before and after-school daycare available to families on site.

Parents and community volunteers are an integral part of our programs. Numerous parents and Foster Grandparents volunteer their time daily. These team members nurture our children's lives by sharing their areas of expertise and providing individual attention and acknowledgment.

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

Grade Level	Number of Students
Kindergarten	63
Grade 1	54
Grade 2	61
Grade 3	53
Total Enrollment	231

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	1.3
Hispanic or Latino	10.4
White	83.1
Two or More Races	1.3
Socioeconomically Disadvantaged	53.2
English Learners	2.6
Students with Disabilities	6.1
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	14	13	14.25	31
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: January 2020

The core curriculum at MSE includes textbooks and materials from the current adoption cycle for every student. Every student has access to current, good-quality materials in English language arts, math, science, and social studies. The textbook adoption process includes teacher and parent input leading to Board adoption.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Journeys	Yes	0
Mathematics	Houghton Mifflin Harcourt Math Expressions K-3rd grades	Yes	0
Science	FOSS	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections	Yes	0
Foreign Language	Journeys ELD Supplemental Materials from Houghton Mifflin Harcourt for integrated ELD. For designated ELD, we use online modules from Imagine Learning.	Yes	0
Health	Dairy Council. SPARK for PE	No	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Mount Shasta Elementary School and grounds are well maintained and are inspected monthly by the maintenance staff and annually by the liability insurance carrier. Students and staff take great pride in the appearance of the school. Summarize recently completed items.

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: September, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Interior walls and trim need paint. Some interior painting is planned for summer, 2020.
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)	57	36	59	47	50	50
Mathematics (grades 3-8 and 11)	52	41	44	38	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	56	56	100.00	0.00	35.71
Male	30	30	100.00	0.00	30.00
Female	26	26	100.00	0.00	42.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	46	46	100.00	0.00	39.13
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	30	30	100.00	0.00	30.00
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	56	56	100.00	0.00	41.07
Male	30	30	100.00	0.00	46.67
Female	26	26	100.00	0.00	34.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	46	46	100.00	0.00	45.65
Two or More Races					
Socioeconomically Disadvantaged	30	30	100.00	0.00	26.67
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)

Parents are active partners in our educational community. Their contributions and participation are multi-faceted. There is a School Site Council that meets monthly. Partners in Education (PIE) is a district-wide fund raising body and a project-oriented group of parents who meet monthly to continually seek ways to provide support for the school and its goals. Parents serve on our District Safety Committee, and they are responsible for approving our Comprehensive School Safety Plan each year. The CAFE committee is a group of parents and community members who focus on nutrition education and providing quality meals for our students. Our parents' talents are used in the classrooms on an ongoing basis as presenters, tutors, buddies, and mentors. Many of our parents and community members provide connections to the classrooms through their businesses or professions. If you are interested in serving alongside other parents in any of these capacities, please call the school office at (530) 926-3434.

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	3.5	0.0	0.0	5.6	3.1	2.8	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 District's Safety Committee meets regularly to identify and address any areas of concern. That committee also updates and approves the district's Comprehensive School Safety Plan for presentation to the school Board annually. The most recent plan will be approved by the school board on January 14, 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	18	4			21	1	2		21	1	2	
1	18	3			20	2	1		18	3		
2	25		3		18	3			20	2	1	
3	22	1	2		24		3		27		2	
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*	577.5

*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)	.4
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

*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.

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	\$10,192.36	\$2,075.93	\$8,116.42	\$63,668
District	N/A	N/A	\$8,116.42	\$63,668
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941
Percent Difference - School Site and State	N/A	N/A	7.8	-2.0

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)

For school year 2018-2019, the district spent \$9,568.42 per student. Programs funded include Title I reading intervention, Title I math intervention, special education, music, counseling, and technology. The school is generously supported by community donations. These funds support field trips, library materials, and other projects.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,620	\$45,252
Mid-Range Teacher Salary	\$66,192	\$65,210
Highest Teacher Salary	\$75,912	\$84,472
Average Principal Salary (Elementary)	\$58,604	\$107,614
Average Principal Salary (Middle)	\$100,039	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$117,208	\$124,686
Percent of Budget for Teacher Salaries	37%	31%
Percent of Budget for Administrative Salaries	7%	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	3	3	3

Mount Shasta Union School District provides three staff development days. This year one staff development day was dedicated to grade level collaboration. Grade levels participated in common planning of curriculum for the upcoming school year and development of common assessments. For the second professional development day, teachers and aides traveled to Grenada to attend a county-wide training on restorative practices. For the third day, held after the school year started, teachers and aides had one hour to collaborate in classrooms, and the rest of the time was dedicated to staff development around our new supplemental leveled readers from Fountas & Pinnell. Each year, an outside math consultant works with some of our K-6 teachers in a job-embedded training model to provide lesson coaching with our teachers and students.

Newly hired teachers participate in the Alliance for Teacher Excellence (ATE). This program partners each new teacher with an experienced teacher who serves as a mentor and coach. Participants receive ongoing training for two years.

Professional Learning Communities have provided structure to regular staff collaboration as MSE's teachers focus on:

1. What do we want to teach?
2. When are we going to teach it?
3. How will we assess what we've taught?
4. How will we respond if students do or don't understand what we've taught and assessed?

Additionally, many teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year. This year, some teachers are participating in the Teacher Leadership Academy and job-embedded professional development around writing led by the county office of education. Ongoing professional development for principals in the district has included monthly meetings at the county office of education, and district-held administrative meetings to address current trends in education as well as annually required updates and trainings.