



Shasta Union Elementary School

10446 Red Bluff Rd • Shasta, CA 96087 • 530-243-1110 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

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(530) 243-1110

www.shastaunionschool.net

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Principal's Message

Shasta Union Elementary School is proud that we are "Large enough to provide a comprehensive curriculum, yet small enough to know your name." Our certificated staff focuses on providing each student both the opportunity and expectation of meeting state standards in all core curricular areas. Teachers set an example for students as lifelong learners through their continuing participation in advanced coursework, such as the California History and Math Projects, a STEM grant, Learning Improvement Science, PBIS, and Montessori training, which in turn enhances instruction in the classroom.

Shasta Elementary School offers a student centered education based on the philosophy and methods of Maria Montessori. Students are supported and challenged to discover their strengths, to be critical thinkers, life-long learners, and contributing members of the community. Expectations for student behavior are high, yet individualized. We provide support for students who need an extra emphasis on learning social skills. Our greatest strength is our family-type atmosphere, which promotes a close knit, community feel. The result is a productive, vibrant learning environment in which students can thrive both academically and socially.

Shasta Elementary has attained the status of affiliate school with the prestigious Gilder Lehrman Institute of American History. As the oldest continually operating public school in the state of California, this nod to our school's rich historic roots will provide our students with many unique opportunities to further explore both our state and national histories through exclusive access to a diverse array of multimedia materials provided by the Gilder Lehrman Institute. Learning from the past to pave the way to a bright and productive future for our students remains a strong focus for the school.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	14
Grade 1	19
Grade 2	14
Grade 3	16
Grade 4	10
Grade 5	18
Grade 6	12
Grade 7	8
Grade 8	3
Total Enrollment	114

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	3.5
Asian	0.9
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	1.8
White	79.8
Socioeconomically Disadvantaged	52.6
English Learners	1.8
Students with Disabilities	6.1
Homeless	21.9

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 for Shasta Union	17-18	18-19	19-20
With Full Credential	9	8	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Shasta Union	17-18	18-19	19-20
With Full Credential	♦	♦	8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Shasta Union Elementary School

Indicator	17-18	18-19	19-20
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)

Shasta Elementary School provides instruction using the Montessori method. Therefore, in support of our teaching/learning style, our main curriculum is a wide variety of Montessori materials. The materials we use are aligned to the Common Core State Standards (CCSS), and we expect our teachers to be consistently focused on these standards. We are currently in the process of developing written documentation of the alignment of our Montessori materials with the CCSS.

We do supplement our Montessori materials with traditional textbooks. The textbooks we use are chosen from lists that have been approved by State Education officials. The textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

The District has affirmed that all pupils, including English Learners, have adequate, appropriate materials to use in class and supplemental materials to take home when needed.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Primary: Montessori Materials K-8 - Adopted 2013 Supplemental: McMillan McGraw-Hill (Treasures) K-5 - Adopted 2009 Supplemental: McDougal Littell 6-8 - Adopted 2009 Supplemental: Ready Common Core K-8 - Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Primary: Montessori Materials K-8 - Adopted 2013 Supplemental: McGraw-Hill - Adopted 2014 Supplemental: Houghton Mifflin 6-8 - Adopted 2014 Supplemental: Ready Common Core K-8 - Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Primary: Montessori Materials K-8 - Adopted 2013 Supplemental: Scott Foresman K-5 - Adopted 2006 Supplemental: Prentice Hall 6-8 - Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Primary: Montessori Materials K-8 - Adopted 2013 Supplemental: Studies Weekly K-8 - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school includes eight buildings, of which five are portables. Together they can accommodate approximately 1,012 people. On an average day, 175 students and staff occupy these buildings, taking up 17 percent of our capacity. We keep our campus clean and well maintained. The original building dates from 1957 and underwent modernization in 1997. We have expanded our gymnasium to accommodate full-court basketball. Our outdoor athletic field, a huge grass field surrounded by scenic hillsides, is one of our school's best attributes. Solar was added in 2016. Main building re-roofed in 2017. In August 2018 the Carr fire burned right up to the school inflicting damage to the site. Since the damage occurred we have been able to restore the buildings, playgrounds, and landscaping around the school including new playground equipment for all children.

Routine repairs are usually modest in scale and do not include modernization projects, renovations, or other construction normally paid for by bond measures or grant funding. We have a wonderful library. Students use the library during regularly scheduled, weekly visits and on an as-needed basis for research. We have a part-time library paraprofessional, who is on site four days a week.

We have about 35 computers available for K-3 student use, which means that, on average, there is one computer for every two students. We have one-to-one Chromebooks for students in fourth through eighth grade. There are 13 classrooms connected to the Internet. Students use computers at all grade levels. We have 20 iPads for student use. We have wireless internet access throughout the whole school and a new phone system upgrade scheduled for 2019. SMART Boards are used in our classrooms and one is also available for our after school program.

A full-time lead maintenance/custodian and a half-time custodian clean all classrooms, restrooms, and other buildings every day. Most rooms are cleaned at night or early morning. The Principal, along with the maintenance staff, works with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis, the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department who then does an annual evaluation for the site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/20/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	All HVAC systems were professionally cleaned in 2018 after the Carr fire.
Interior: Interior Surfaces	Good	After the Carr Fire the entire site was professionally cleaned to ensure a safe and clean space for students to return.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings. Security fencing was upgraded and expanded in 2018.
Structural: Structural Damage, Roofs	Good	There were two Classroom buildings and several sheds that received restoration after the Carr fire in 2018.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	New playgrounds were installed in 2018/2019.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	51	42	51	50	50
Math	28	35	28	35	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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	69	98.57	50.72
Male	39	38	97.44	47.37
Female	31	31	100.00	54.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	11	100.00	63.64
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	47.17
Socioeconomically Disadvantaged	34	34	100.00	38.24
Students with Disabilities	--	--	--	--
Homeless	13	13	100.00	0.00

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.6	11.8	35.3

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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	70	69	98.57	34.78
Male	39	38	97.44	36.84
Female	31	31	100.00	32.26
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	11	11	100.00	36.36
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	33.96
Socioeconomically Disadvantaged	34	34	100.00	26.47
Students with Disabilities	--	--	--	--
Homeless	13	13	100.00	0.00

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.

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 is the heart and soul of Shasta Union Elementary. Parents are involved in the Parent Teacher Association (PTA), school fundraisers, and volunteering in the classrooms and library. We have many family oriented events. Some of these events are our ice cream social, harvest festival, winter craft night, annual spring performance, and family BBQ lunch. Research indicates that when parents are involved, children are better able to realize the importance of their education.

For more information on how to become involved with the school please contact Tabitha Krick or Kim Miller at (530) 243-1110.

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.

School Safety Plan

Our School Safety Plan is coordinated with the overall plan for the Redding School District New Millennium Partnership. Emergency information has been developed for the school along with maps and protocols for emergency situations. The key elements addressed in our School Safety Plan are in regards to the campus grounds, school buildings, security, and emergency procedures. Each staff member has a radio to communicate with each other and the office. Regular fire, earthquake and lock down drills provide students the opportunity to practice procedures in case a real crisis occurs. We have a zero-tolerance policy on alcohol, tobacco, and other drugs. Shasta Elementary School is a closed campus. All visitors are required to check in at the office upon arrival on campus. In the event of an emergency, Shasta Elementary School works in conjunction with the Shasta County Sheriff's Department.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty and site council in December, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.1	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.46875
Psychologist	.05
Social Worker	
Nurse	.0125
Speech/Language/Hearing Specialist	.30
Resource Specialist (non-teaching)	.60
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.

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	21		1		21		1		20	1		
3	22		1		20	2			14	3		
5	23		1		21		1		14	2		
6									6	1		
Other**	26		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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Shasta Union Elementary teachers are lifelong learners. They continuously upgrade their skills and professional knowledge through advanced studies and participation in such programs as the California Writing Project, Shasta County Math Project, K-2 STEM grant, MTSS Grant, Capturing Kids Hearts, Learning Improvement Science Training and ongoing educational coursework in Montessori pedagogy.

We dedicate three days each year for professional development. Shasta's staff also participates in weekly staff meetings to discuss individual student progress, collaborate with support staff and plan strategies to better meet student academic needs.

Through careful and thoughtful analysis of student data, the staff is able to strategically address areas of instructional need for individual students. Our weekly meeting time also allows the staff to learn about new programs and instructional techniques. Shasta continues to build its certificated and classified staff into a Professional Learning Community through ongoing professional training and open dialogue with one another.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,772	\$45,252
Mid-Range Teacher Salary	\$55,513	\$65,210
Highest Teacher Salary	\$65,166	\$84,472
Average Principal Salary (ES)	\$106,563	\$107,614
Average Principal Salary (MS)	\$0	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$0	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	31%
Administrative Salaries	0%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,044	\$1,131	\$7,914	\$56,283
District	N/A	N/A	\$7,914	\$55,905.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.7
School Site/ State	5.3	-14.3

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

- Title I
- Class Size Reduction
- Resource Program
- Intervention Program
- Sports
- Gardening
- Before School and After School Programs
- Federal Breakfast and Lunch Program
- Professional Development
- Enrichment Programs

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.