

Shasta Union Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard)

<https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Shasta Union Elementary School
Street	10446 Red Bluff Rd.
City, State, Zip	Shasta, CA 96087
Phone Number	530-243-1110
Principal	Kim Miller
Email Address	kmiller@rsdnmp.org
School Website	http://shasta.reddingschools.net
County-District-School (CDS) Code	45-70128-0000000

2023-24 District Contact Information

District Name	Shasta Union Elementary School District
Phone Number	(530)225-0011
Superintendent	Cindy Bishop
Email Address	cbishop@rsdnmp.org
District Website	http://shasta.reddingschools.net

2023-24 School Description and Mission Statement

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 Restorative Practices, No Excuses University, Learning Improvement Science, PBIS, and Montessori training, which in turn enhances instruction in the classroom.

Shasta Elementary School offers 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.

2023-24 School Description and Mission Statement

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, Shasta Elementary values our school's rich historic roots. Our affiliate school status provides 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	7
Grade 2	11
Grade 3	15
Grade 4	12
Grade 5	15
Grade 6	6
Grade 7	9
Grade 8	5
Total Enrollment	87

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.9%
Black or African American	1.1%
Hispanic or Latino	9.2%
Two or More Races	11.5%
White	77%
English Learners	3.4%
Homeless	16.1%
Socioeconomically Disadvantaged	63.2%
Students with Disabilities	6.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.30	100.00	7.30	100.00	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	7.30	100.00	7.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	100.00	6.50	100.00	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	6.50	100.00	6.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Shasta Union 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 have developed written documentation of the alignment of our Montessori materials with the CCSS and use this documentation to guide our pacing.

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

Year and month in which the data were collected

9/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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	Yes	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	Yes	0
Science	Primary: Montessori Materials K-8 - Adopted 2013 Supplemental: Mystery Science (K-5) - Adopted 2022 Supplemental: McGraw Hill Inspire Science (6-8) - Adopted 2022	Yes	0
History-Social Science	Primary: Montessori Materials K-8 - Adopted 2013 Supplemental: Studies Weekly K-8 - Adopted 2019	Yes	0

School Facility Conditions and Planned Improvements

Our school includes eight buildings, of which five are portables. Together they can accommodate approximately 1,012 people. On an average day, 120 students and staff occupy these buildings, taking up 12 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. 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. During the summer of 2020, a large propane generator was installed on campus to allow classes to continue without issue during power outages. In 2022 the site received HVAC upgrades to the multipurpose room for increased air quality.

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 one-to-one late model Chromebooks for all students from transitional kindergarten through eighth grade. There are 13 classrooms connected to the Internet. Students use computers at all grade levels. We have wireless internet access throughout the school and a new phone system was installed in 2019. SMART Boards or interactive TV's 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 works with the custodians to develop cleaning schedules to ensure a clean and safe school. 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 Group to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department which then does an annual evaluation for the site.

During the 2020-2021 school year, the site was upgraded with many safety precautions to combat the Covid-19 Pandemic. These safety precautions include plexiglass installation, hand-sanitizing stations in every classroom and entry points, ingress and egress maps were updated, social distancing signage prominently displayed, additional staffing, and additional staff training was conducted on cleaning protocols.

Year and month of the most recent FIT report

1/24/24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Evaporative coolers were replaced by mini-split systems in the summer of 2022 to improve air quality.
Interior: Interior Surfaces	X			Flooring and tables were replaced in the cafeteria/multipurpose building during the summer of 2022.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly pest control contracts are in place for preventative measures.
Electrical	X			Propane generators were added as a power source in the event of a power shut off.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	X			Main campus buildings were re-roofed in 2018 following the Carr Fire.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playgrounds were rebuilt in 2018 following the Carr Fire.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	37	43	37	43	47	46
Mathematics (grades 3-8 and 11)	25	17	25	17	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	64	100.00	0.00	42.86
Female	32	32	100.00	0.00	48.39
Male	32	32	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	42.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	64	64	100.00	0.00	17.46
Female	32	32	100.00	0.00	9.68
Male	32	32	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	18.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	12	12	100.00	0.00	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.78	18.18	27.78	18.18	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	22	22	100.00	0.00	18.18
Female	14	14	100.00	0.00	21.43
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	23.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	12	12	100.00	0.00	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 parent education nights and family oriented events. Some of these events are our social media education night, ice cream social, trunk or treat, annual spring performance, and family fun day. Research indicates that when parents are involved, children are better able to realize the importance of their education.

In addition to volunteering on campus, parents are invited and encouraged to participate on our School Site Council, our District Advisory Committee, and our LCAP Engagement Group. For more information on how to become involved with the school please contact Tabitha Krick or Kim Miller at (530) 243-1110.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	105	104	18	17.3
Female	50	49	8	16.3
Male	55	55	10	18.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	10	10	3	30.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	0	0.0
White	80	79	14	17.7
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	14	14	4	28.6
Socioeconomically Disadvantaged	66	65	13	20.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	10	3	30.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	0.00	0.00	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 other staff 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 September, 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	1		
1	7	2		
2	8	1		
3	7	2		
4	6	1		
5	7	1		
6	9	1		
Other	10	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	1		
1	13	1		
2	11	1		
3	10	1		
5	5	2		
6	7	1		
Other	10	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	1	0	0
1	6	1	0	0
2	8	1	0	0
3	12	1	0	0
4	8	1	0	0
5	5	2	0	0
6	5	1	0	0
Other	7	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.46875
Psychologist	.1
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.1
Resource Specialist (non-teaching)	.6
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$16,398	\$4,521	\$11,876	\$57,430
District	N/A	N/A	\$11,876	\$62,165
Percent Difference - School Site and District	N/A	N/A	0.0	-7.9
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	43.8	-27.5

Fiscal Year 2022-23 Types of Services Funded

The following programs and services are provided through the Shasta Union Elementary School District:

- Title I
- Class Size Reduction
- Resource Program
- Intervention Program
- Restorative Practices
- School Counseling Services
- Sports
- Gardening
- Student Council
- Before School and After School Programs
- Federal Breakfast and Lunch Program
- Professional Development
- Enrichment Programs
- Expanded Learning Opportunity Program (ELOP) including 30 days of summer school/summer camp
- Parent Education and Engagement Programs and Opportunities

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,891	\$48,481
Mid-Range Teacher Salary	\$61,261	\$73,129
Highest Teacher Salary	\$74,010	\$99,406
Average Principal Salary (Elementary)	\$117,907	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$0	\$138,991
Percent of Budget for Teacher Salaries	24.82%	29.34%
Percent of Budget for Administrative Salaries	0%	5.99%

Professional Development

Shasta Union Elementary School 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, MTSS Grant, Capturing Kids Hearts, Restorative Practices Training, HOPE Navigator Training, No Excuses University training and ongoing educational coursework in Montessori pedagogy. Faculty and staff also have regular opportunities to participate in professional development through Redding School District and the Shasta County Office of Education.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3