

Shasta Lake School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 webpage 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).

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Shasta Lake School
Street	4620 Vallecito Street
City, State, Zip	Shasta Lake, CA 96019
Phone Number	(530) 275-7020
Principal	Melanie C. Sanderson
Email Address	msanderson@gwusd.org
Website	http://sls.gwusd.org
County-District-School (CDS) Code	45-75267-0110221

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Gateway Unified School District
Phone Number	(530) 245-7908
Superintendent	Jim Harrell
Email Address	jharrell@gwusd.org
Website	www.gateway-schools.org

School Description and Mission Statement (School Year 2020-2021)

Shasta Lake School offers an educational setting where each student's academic, emotional, social, and developmental needs are addressed in a supportive environment. Our teachers set high academic and behavior expectations and provide a challenging curriculum for all students. Our educational family, which includes teachers, counselors, paraprofessionals, secretarial staff, cooks, custodians, the assistant principal, and the principal, works in partnership with parents and community members to provide an exceptional learning experience for all students.

Shasta Lake School has a rigorous curriculum that is designed to address all of the California Content Standards through daily instruction in mathematics, language arts, history/social studies, science, physical education, reading, and elective/enrichment courses. We pride ourselves on offering a comprehensive curriculum to students of all academic levels. Through a comprehensive assessment process using regularly scheduled formative assessments, teachers track student progress carefully in order to re-teach any missing skills. Shasta Lake School continues to work in Professional Learning Communities to implement a comprehensive Response to Intervention support program. Shasta Lake School has been utilizing a small group teaching approach to providing reading instruction in kindergarten through third grade and groups students according to ability. Students receive intensive reading instruction for one hour daily at their own readiness levels.

Shasta Lake School has made continual improvements in our programs by keeping our instructional materials up to date and replacing technology on a regular basis. Shasta Lake School has made a commitment to providing our students with the technology base they will require to be college and career ready. Every classroom on our campus is equipped with an inter-active white board (Promethean Board). We provide a rich learning environment with technology to enhance learning. Every student has access in their classrooms to Chromebooks (1:1). Our facilities are very well maintained with a \$6.4 million gymnasium.

Shasta Lake School is committed to nurturing a learning community with academically and socially prepared students to be college and career ready.

Mission Statement

S- supportive

L- learning

S- strategic and adaptive instruction

R- responsible and respectful citizens

A- academic achievement

M- motivated learners

S- successful scholars

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	54
Grade 2	50
Grade 3	63
Grade 4	60
Grade 5	56
Grade 6	102
Grade 7	88
Grade 8	104
Total Enrollment	649

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	6.3
Asian	2.3
Filipino	0.2
Hispanic or Latino	13.4
Native Hawaiian or Pacific Islander	0.6
White	68.1
Two or More Races	7.9
Socioeconomically Disadvantaged	73.8
English Learners	1.5
Students with Disabilities	17.7
Foster Youth	1.2
Homeless	0.5

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	29.9	32.9	30.4	113.3
Without Full Credential	4.0	1.0	2.0	6
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	2.0

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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Shasta Lake School's library is stocked with educational and recreational books that are available for students to check out. The library also contains a large collection of video and audiotapes for classroom use. Computer resources within the library are connected to the internet so that students are able to access resources, information, and the card catalog system.

Gateway Unified School District (GUSD) held a public hearing in the beginning of the year and determined that each school within GUSD has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual Standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education.

The visual and performing arts category at Shasta Lake School offers the following classes: weekly music and art classes for kindergarten through fifth grade students; band for sixth through eighth grade students; orchestra for sixth through eighth grade student, and dance in PE.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic (K-5) Adoption Year 2016-2017 Houghton Mifflin Harcourt California Collections Arts 6-8 Adoption Year 2016-2017	Yes	0.0%
Mathematics	Eureka Math (K-5) Adoption Year 2015 CPA (6-8) Adoption Year 2014	Yes	0.0%
Science	Houghton Mifflin (K-5) Adoption Year 2006 Prentice Hall (6-8) Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin (K-5) Adoption Year 2007 National Geographic Learning (6-8) Adopted Year 2018	Yes	0.0%

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

School Facility Conditions and Planned Improvements

The entire District has completed a \$30 million modernization project, and each site received a major makeover to bring its facilities to the most modern standards. In addition to supplying basic infrastructure upgrades, each school site underwent cosmetic improvements as well. These physical enhancements serve to supplement the wonderful program improvements occurring in the classroom.

Shasta Lake School campus was originally built in 1957, and is currently comprised of 50 classrooms, one multipurpose room, two libraries, and one Makerspace.

At the time of this publication, 100% of the school's restrooms were in working condition. The cafeteria room was renovated at the end of the 2002 school year. During the fall of 2004, modernization projects included construction on a 1,000-seat gymnasium and Safe Route to Schools, which includes street/sidewalk and automobile access improvement. Classified employees and teachers supervise students throughout the day. There is a designated area for student drop off and pick up in front of the school. Visitors register at the office and receive identification badges that must be displayed at all times.

Cleaning Process: Shasta Lake School provides a safe and clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office for review. A joint effort between students and staff helps keep the campus clean and litter free.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	36	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	32	N/A	30	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Parents and the community are very supportive of the educational program at Shasta Lake School. Parent involvement is encouraged through the Parent Club, as well as School and District Site Councils. Parents may also volunteer in the library, classroom, athletic programs, Back To School Night, and Open House.

Parents who wish to participate in Shasta Lake School's leadership teams, school committees, school activities, or become a volunteer may contact Joyce Ide, Parent Club President, at the main office at (530) 275-7020, or visit the school's website at <http://sls.gwusd.org>

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.9	9.7	8.6	8.6	3.5	3.5
Expulsions	0.5	0.1	0.3	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The Safety Plan Committee, consisting of school administrators, teachers, parents and students, updates Shasta Lake School's Safety Plan each fall. The Safety Plan covers various safety issues, including drug awareness, bully prevention, harassment policies, student supervision, disaster kits, and emergency procedures. The Safety Plan was last reviewed and discussed with staff in August 2020.

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency.

Disaster drills are held regularly throughout the year: fire drills are held once each month, and earthquake drills are once per year and lock down drills are held each trimester.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	29		2		21	2	2		23		3	
1	28		2		23		2		26		2	
2	23		2		28		2		23		2	
3	28		2		23		2		27		2	
4					26		2		28		2	
5	28		2		24	1	2		19	1	2	
6	27	3	14	2	28	2	13	2	18	12	16	
Other**	13	2			13	1			14	2		

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	649

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,475	\$2,616	\$5,859	\$64,588
District	N/A	N/A	\$6,996	\$66,881
Percent Difference - School Site and District	N/A	N/A	-17.7	-3.5
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-27.8	-15.8

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

Types of Services Funded (Fiscal Year 2019-2020)

School sites that receive Title I funding provide instructional coaching support for improvements in classroom instruction. These funds are also used for additional teacher and paraprofessional support for students that are 'at-risk' in areas of Reading and Math. Title II funding provides additional instructional coaching support for schools not receiving Title I funds. The LEA uses LCAP supplemental/concentration funding to increase and improve services at all sites for students needing academic and/or behavioral interventions. Behavior paraprofessionals, counselors, a district reading specialist, an instructional technology coach and additional special education staff work with, and support teachers and administrators to improve the behaviors and address the academic concerns of the 'at-promise' students and students with disabilities. LCAP funding is also used to support the English Learner program. Title VII and state grant funds are used to support the Indian Education program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,659	\$47,145
Mid-Range Teacher Salary	\$64,035	\$74,952
Highest Teacher Salary	\$88,262	\$96,092
Average Principal Salary (Elementary)	\$107,146	\$116,716
Average Principal Salary (Middle)	\$107,146	\$120,813
Average Principal Salary (High)	\$115,024	\$131,905
Superintendent Salary	\$154,868	\$192,565
Percent of Budget for Teacher Salaries	28.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Annually, the District schedules three staff development days where teachers are offered a variety of professional growth opportunities based on current needs assessments. Topics have included Evaluation of Math and Science Curriculum, Common Core Standards, Intervention for English Language Arts and Math, Technology, Writing Development, Tutorial Assistance, Analysis of Standardized Testing and Reporting (CAASPP) Results, School Climate and Student Discipline, Essential Standards Review, Curriculum Alignment, Special Education, and Strategic Planning and NWEA (Assessment Data review). District literacy coaches provide professional development and mentoring to beginning and experienced teachers. Individual teachers are selected to attend Professional Development outside the district depending on necessity and opportunity.

Early-release Mondays provide grade-level and department teams the opportunity for collaborative planning and the development of Professional Learning Communities. Peer coaching and student need are a primary focus for Collaborative Mondays.

Gateway Unified School District has provided professional development for teacher representatives from each grade level in the district on Professional Learning Communities (PLC). Every school in the District has established grade level PLC's that focus on the 5 questions regarding student learning. Currently, our Professional Learning Communities provide valuable input to the professional development topic.

New faculty members participate in the Alliance for Teacher Excellence program (ATE), in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession.