

# Shasta Lake 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/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.

#### 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

<b>School Name</b>	Shasta Lake School
<b>Street</b>	4620 Vallecito Street
<b>City, State, Zip</b>	Shasta Lake, CA 96019
<b>Phone Number</b>	(530) 275-7020
<b>Principal</b>	Kati Parsons
<b>Email Address</b>	kparsons@gwusd.org
<b>School Website</b>	<a href="http://sls.gwusd.org">http://sls.gwusd.org</a>
<b>County-District-School (CDS) Code</b>	45-75267-0110221

## 2023-24 District Contact Information

<b>District Name</b>	Gateway Unified School District
<b>Phone Number</b>	(530) 245-7908
<b>Superintendent</b>	Kyle Turner
<b>Email Address</b>	kturner@gwusd.org
<b>District Website</b>	<a href="http://www.gateway-schools.org">www.gateway-schools.org</a>

## 2023-24 School Description and Mission Statement

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 interactive 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

## 2023-24 School Description and Mission Statement

R- responsible and respectful citizens  
A- academic achievement  
M- motivated learners  
S- successful scholars

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	59
Grade 2	53
Grade 3	52
Grade 4	69
Grade 5	51
Grade 6	93
Grade 7	104
Grade 8	87
<b>Total Enrollment</b>	<b>616</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	6.3%
Asian	2.3%
Black or African American	1%
Hispanic or Latino	14.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	7.1%
White	68%
English Learners	0.6%
Foster Youth	1.1%
Homeless	0.2%
Socioeconomically Disadvantaged	74.7%
Students with Disabilities	20%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	82.41	102.20	81.42	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	1.59	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.10	3.00	2.39	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.60	5.15	6.10	4.89	12115.80	4.41
<b>Unknown</b>	3.00	9.31	12.10	9.69	18854.30	6.86
<b>Total Teaching Positions</b>	32.20	100.00	125.50	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)	24.50	74.47	93.60	75.56	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.04	5.70	4.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.04	6.00	4.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	7.26	5.70	4.61	11953.10	4.28
Unknown	4.00	12.16	12.80	10.35	15831.90	5.67
<b>Total Teaching Positions</b>	<b>32.90</b>	<b>100.00</b>	<b>123.90</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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	1.00	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>1.00</b>

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	1.00	1.30
Local Assignment Options	0.60	1.00
<b>Total Out-of-Field Teachers</b>	<b>1.60</b>	<b>2.30</b>

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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 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 videos and audiotapes for classroom use. Computer resources within the library are connected to the internet so that students can access resources, information, and the card catalog system.

Gateway Unified School District (GUSD) held a public hearing at the beginning of the year (2022) and determined that each school within GUSD has sufficient and good quality textbooks, instructional materials, or science lab equipment under the settlement of Williams vs. the State of California. In September of 2022, SLS had a Williams Act Review Visit by the county to ensure we complied with the Williams Act; we "passed" the review and were deemed in compliance. All students, including English learners, are given their 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 students, dance in PE, and theatre for sixth through eighth-grade students.

Year and month in which the data were collected

October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	National Geographic (K-5) Adoption Year 2016-2017	Yes	0.0%
	Houghton Mifflin Harcourt California Collections Arts 6-8 Adoption Year 2016-2017		
<b>Mathematics</b>	Eureka Math (K-5) Adoption Year 2015	Yes	0.0%
	CPA (6-8) Adoption Year 2014		

<b>Science</b>	Houghton Mifflin (K-5) Adoption Year 2006	Yes	0.0%
	Prentice Hall (6-8) Adoption Year 2007		
<b>History-Social Science</b>	Houghton Mifflin (K-5) Adoption Year 2007	Yes	0.0%
	National Geographic Learning (6-8) Adopted Year 2018		

## 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, a indoor physical education space for primary students and Special Education students, a calming space for middle school students, a calming space for primary students, a school garden, and one Makerspace room.

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.

<b>Year and month of the most recent FIT report</b>	October 2023
-----------------------------------------------------	--------------

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	34	31	32	35	47	46
<b>Mathematics</b> (grades 3-8 and 11)	28	26	25	25	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
<b>All Students</b>	446	423	94.84	5.16	30.73
<b>Female</b>	202	192	95.05	4.95	37.50
<b>Male</b>	244	231	94.67	5.33	25.11
<b>American Indian or Alaska Native</b>	24	23	95.83	4.17	17.39
<b>Asian</b>	12	12	100.00	0.00	58.33
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	56	91.80	8.20	32.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	33	97.06	2.94	27.27
<b>White</b>	307	291	94.79	5.21	30.58
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	339	319	94.10	5.90	27.90
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	86	88.66	11.34	5.81

## 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
<b>All Students</b>	446	422	94.62	5.38	26.37
<b>Female</b>	202	190	94.06	5.94	22.75
<b>Male</b>	244	232	95.08	4.92	29.31
<b>American Indian or Alaska Native</b>	24	23	95.83	4.17	0.00
<b>Asian</b>	12	11	91.67	8.33	36.36
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	61	56	91.80	8.20	21.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	34	34	100.00	0.00	29.41
<b>White</b>	307	290	94.46	5.54	28.72
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	339	320	94.40	5.60	24.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	97	85	87.63	12.37	5.88

## 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
<b>Science</b> (grades 5, 8 and high school)	19.53	27.50	21.10	25.57	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
<b>All Students</b>	128	120	93.75	6.25	27.50
<b>Female</b>	63	60	95.24	4.76	33.33
<b>Male</b>	65	60	92.31	7.69	21.67
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	17	17	100.00	0.00	17.65
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	90	82	91.11	8.89	29.27
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	95	88	92.63	7.37	25.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	26	23	88.46	11.54	8.70

## 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	95.5%	97.7%	97.7%	97.7%	97.7%
Grade 7	96.9%	96.9%	95.9%	95.9%	97.9%

## 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

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, and 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>.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	680	654	164	25.1
Female	314	303	77	25.4
Male	366	351	87	24.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	46	43	12	27.9
Asian	15	15	1	6.7
Black or African American	7	7	4	57.1
Filipino	0	0	0	0.0
Hispanic or Latino	96	91	26	28.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	48	48	8	16.7
White	462	444	113	25.5
English Learners	7	6	0	0.0
Foster Youth	16	16	3	18.8
Homeless	13	13	8	61.5
Socioeconomically Disadvantaged	522	502	145	28.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	146	142	46	32.4

### 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	7.55	11.57	9.85	6.19	9.86	9.07	0.20	3.17	3.60
Expulsions	0.14	0.41	0.88	0.19	0.33	0.30	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.85	0.88
Female	7.64	0.96
Male	11.75	0.82
Non-Binary		
American Indian or Alaska Native	13.04	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	7.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.17	0
White	10.82	1.3
English Learners	0	0
Foster Youth	18.75	0
Homeless	7.69	0
Socioeconomically Disadvantaged	10.15	0.96
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.7	0.68

## 2023-24 School Safety Plan

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 2021.

In 2022, SLS hired a Campus Monitor who is tasked with helping ensure the campus is safe. That employee actively supervises the entire campus, ensuring all gates are locked after school starts, and is an extra set of eyes roaming the campus throughout the entire school day.

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 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	25		2	
1	23		2	
2	18	1	2	
3	15	3		
4	22		2	
5	24		2	
6	16	33		
Other	10	6		

## 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	27		2	
1	25		2	
2	22	1	1	
3	26		2	
4	22	1	1	
5	20	1	2	
6	19	12	14	1
Other	15	2		

## 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	22	0	2	0
1	28	0	2	0
2	25	0	2	0
3	23	0	2	0
4	21	1	2	0
5	23	0	2	0
6	14	27	9	0
Other	9	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	308

## 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
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	\$9,749	\$3,832	\$5,917	\$71,877
District	N/A	N/A	\$8,402	\$70,256
Percent Difference - School Site and District	N/A	N/A	-34.7	-0.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-25.0	-13.1

## Fiscal Year 2022-23 Types of Services Funded

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.

## 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	\$40,158	\$50,875
Mid-Range Teacher Salary	\$68,284	\$79,761
Highest Teacher Salary	\$94,119	\$103,045
Average Principal Salary (Elementary)	\$106,564	\$128,154
Average Principal Salary (Middle)	\$114,257	\$131,774
Average Principal Salary (High)	\$122,657	\$142,676
Superintendent Salary	\$165,145	\$211,462
Percent of Budget for Teacher Salaries	27.76%	30.11%
Percent of Budget for Administrative Salaries	5.33%	5.49%

## Professional Development

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, Differentiated Instruction, De-escalation, 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 a Professional Learning Community. What students should be learning, how we are assessing student learning, what we are doing if they are not learning, and how we are extending learning for those who are advanced are the primary focus for Collaborative Mondays.

Gateway Unified School District has provided professional development for teachers, administration, and instruction coaches in the district on Professional Learning Communities (PLC) at Work. Every school in the District has established grade level PLC's that focus on student learning. Our collaborative teams provide valuable input to the professional development topics.

New faculty members participate in induction programs, in which a facilitator works with beginning and veteran teachers in improving their skills and addressing the California Standards for the Teaching Profession. Our District also has an "induction program" to ensure new employees are integrated and on-boarded successfully by providing mentorship and instruction on policies, practices, and procedures of the District.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4