

Mount Shasta 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/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

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

2023-24 District Contact Information

District Name	Mount Shasta Union School District
Phone Number	(530) 926-6007
Superintendent	Tami Beall
Email Address	tbeall@msusd.org
District Website	www.mountshastausd.com

2023-24 School Description and Mission Statement

Mount Shasta Elementary School, located 75 miles south of the Oregon border at the base of its 14,162 foot namesake, houses a TK-3rd grade school of approximately 200 students. Our team consists of a part-time principal, 13.5 FTE credentialed teachers, a 0.5 FTE credentialed counselor, a 0.4 FTE credentialed counselor, paraprofessionals, and support staff all working collaboratively to provide a quality education to all of our children academically, emotionally, and physically. As our vision states, we strive to be a leader of educational excellence in the state of California. The mission of the Mount Shasta Union School District is to provide a rigorous educational path creating the opportunity for each

and every student to belong and contribute to our school community, to celebrate their unique potential, and to achieve academic success.. To support our vision and mission, the following three aims drive every decision we make to ensure success:

Aim 1: Maximize student social, emotional, and academic achievement.

Aim 2. Ensure physical and emotional safety district-wide through secure, well-maintained facilities and a positive school culture.

Aim 3. Strengthen short and long-term financial stability.

With a clear vision and goals to guide us, we provide a strong curriculum, effective teaching strategies, appropriate materials, and sufficient support to ensure all students become proficient in the standards. Through data-driven instruction, we maintain a balanced language arts and math program. Every trimester, we assess our students' abilities in reading, writing, and math to guide our intervention plans. Our students receive whole-group instruction along with small-group guided lessons that differentiate instruction. To further support students who may be struggling, we run a targeted Title I reading program, Designated ELD program and targeted small group instruction in SIPPS. Our intervention teachers and our special education teacher work closely to customize a strong intervention plan for our students. Our school has a leveled book room so students

2023-24 School Description and Mission Statement

have access to a wide variety of interesting stories to read at their specific reading level to help them grow their reading skills. Furthermore, there are leveled libraries in our classrooms from which students can choose books to read.

The Mount Shasta area offers many natural resources that are incorporated into our outdoor science programs. We integrate reading, writing, and math into our science and social studies curriculum and offer myriad opportunities for our students to apply their skills to real-world problems and their solutions. At Mount Shasta Elementary we take pride in connecting our students with their community by bringing in community members to engage with our students and we offer outdoor field trips for all grades. We want our students to feel a connection to their community. We hold a monthly Lunch on the Lawn event where parents join their students for lunch.

Our students and families are supported through a variety of classroom activities and community organizations. With our Second Step program, and Positive Behavior Intervention Support (PBIS) system, students learn to resolve conflicts among themselves where appropriate, and adults are trained to intervene as necessary. The Mt. Shasta Resource Center, First 5 Siskiyou, Siskiyou Child Care Council, PIE (Partners in Education), The Mt. Shasta Education Foundation, Boys and Girls Club, and the Mt. Shasta Recreation Department are all integral parts of providing a well balanced education for our students.

Parents and community volunteers are an integral part of our programs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	44
Grade 2	39
Grade 3	49
Total Enrollment	194

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.6%
Male	46.4%
American Indian or Alaska Native	1%
Black or African American	2.1%
Hispanic or Latino	14.4%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	1.5%
White	79.4%
English Learners	1.5%
Homeless	1.5%
Socioeconomically Disadvantaged	51%
Students with Disabilities	4.1%

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)	6.00	60.36	12.20	52.33	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)	4.00	39.64	4.90	20.99	12115.80	4.41
Unknown	0.00	0.00	6.20	26.64	18854.30	6.86
Total Teaching Positions	10.00	100.00	23.30	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)	10.30	100.00	22.60	93.78	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	1.50	6.22	11953.10	4.28
Unknown	0.00	0.00	0.00	0.00	15831.90	5.67
Total Teaching Positions	10.30	100.00	24.10	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	4.00	0.00
Total Out-of-Field Teachers	4.00	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

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

Year and month in which the data were collected	December 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Houghton Mifflin Harcourt Journeys	Yes	0
Mathematics	Houghton Mifflin Harcourt Math Expressions K-3rd grades	Yes	0
Science	Carolina Science	Yes	0
History-Social Science	Houghton Mifflin Harcourt Reflections	Yes	0
Foreign Language	Journeys ELD supplemental materials from Houghton Mifflin Harcourt for Integrated ELD. For Designated ELD we use Journeys supplemental resources. We supplement our ELD program with Fountas & Pinnell leveled readers and SIPPS (Systematic Instruction of Phonological Awareness, Phonics, and Sight Words) in the General Education classroom.	Yes	0
Health	Dairy Council. SPARK for PE	No	0

School Facility Conditions and Planned Improvements

Mount Shasta Elementary School and grounds are well maintained but there are areas of need. The whole school has areas of cracked siding that need to be replaced. The entire school needs new paint inside and out. The sidewalks and the curbs in front of the school need repairs, but mostly the curbs.

Year and month of the most recent FIT report

August 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Interior walls and trim need paint.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof was replaced during the summer of 2023.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Exterior paint is needed, and the siding needs to be replaced. Parts of the front curb are in poor condition.

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)	40	50	50	44	47	46
Mathematics (grades 3-8 and 11)	32	52	34	38	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	51	50	98.04	1.96	50.00
Female	31	30	96.77	3.23	66.67
Male	20	20	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	41	40	97.56	2.44	52.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	38.10
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	51	50	98.04	1.96	52.00
Female	31	30	96.77	3.23	56.67
Male	20	20	100.00	0.00	45.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	41	40	97.56	2.44	55.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	21	100.00	0.00	38.10
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)			44.44	27.84	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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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
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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 are active partners in our educational community. Their contributions and participation are multi-faceted. There is a School Site Council that meets monthly. Partners in Education (PIE) is a district-wide fund raising body and a project-oriented group of parents who meet monthly to continually seek ways to provide support for the school and its goals. The CAFE committee is a group of parents and community members who focus on nutrition education and providing quality meals for our students. Our parents' talents are used in the classrooms on an ongoing basis as presenters, tutors, buddies, and mentors. We hold Lunch on the Lawn on a monthly basis where parents have the opportunity to join their students for lunch. We hold Cider on the Sidewalk and Cocoa on the Curb events quarterly to give parents an opportunity to get to know their school community. Communication is maximized through school surveys, school website, Facebook, Back to School Night, and parent conferences. Many of our parents and community members provide connections to the classrooms through their businesses or professions. If you are interested in serving alongside other parents in any of these capacities, please call the school office at (530) 926-3434.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	211	211	79	37.4
Female	111	111	45	40.5
Male	100	100	34	34.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	0	0	0	0.0
Black or African American	4	4	2	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	30	30	12	40.0
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	3	3	1	33.3
White	168	168	60	35.7
English Learners	5	5	1	20.0
Foster Youth	0	0	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	111	111	44	39.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	6	33.3

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	2.29	2.24	3.64	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

The most recent plan was approved by the school board on January 18, 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	16	2		
1	18	3		
2	12	4		
3	22		2	

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	21	1	2	
1	16	2		
2	18	2		
3	20	1	1	
Other	14	1		

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	21	1	2	0
1	15	3	0	0
2	20	2	0	0
3	25	0	2	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	\$16,367.52	\$5,442.98	\$10,924.53	\$71,616
District	N/A	N/A	10,924.53	\$71,176
Percent Difference - School Site and District	N/A	N/A	0.0	0.6
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	35.8	-5.6

Fiscal Year 2022-23 Types of Services Funded

For school year 2022-2023, the district spent \$16,367.52 per student. Programs funded include Title I Reading Intervention, Special Education, Music, counseling, and technology. The school is generously supported by community donations. These funds support field trips, library materials, and other projects.

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	\$50,440	\$48,481
Mid-Range Teacher Salary	\$71,616	\$73,129
Highest Teacher Salary	\$84,597	\$99,406
Average Principal Salary (Elementary)	\$0	\$117,381
Average Principal Salary (Middle)	\$111,451	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$123,141	\$138,991
Percent of Budget for Teacher Salaries	34.76%	29.34%
Percent of Budget for Administrative Salaries	5.98%	5.99%

Professional Development

Mount Shasta Union School District provides four staff development days. This year, our focus was our three peaks: Attendance, math instruction, and social emotional well-being for staff and students.

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

Collaboration teams have provided structure to MSE teachers to improve our math instruction:

1. We are completing common pacing guides.
2. We are building common unit and benchmark assessments.
3. We are saving our work in a shared Google Drive folder for future years.

Teachers and administrators are released from duty to attend workshops or conferences conducted throughout the year. Ongoing professional development for principals in the district has included monthly meetings at the County Office of Education and district-held administrative meetings to address current trends in education as well as annually required updates and training.

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	4	