



School Accountability Report Card, 2006-2007

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Shasta Elementary School

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COUNTY: Butte

GRADE LEVELS: K-6

CDS CODE: 04-61424-6003099

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

School Description and Mission Statement

Shasta School is located at the north end of Chico, serving the rural/residential community between Commercial Avenue and the Butte County line. Although enrollment in this K-6 school has grown, parents still regard Shasta as a quiet, country school with its peaceful vista of mountains across the valley.

The following statements were developed by our School Site Council and Planning Team in order to communicate our ideals to the community.

Shasta School's mission is to promote high academic achievement for all students while instilling values of responsible citizenship and respect for others in a safe, enriched environment.

It is the vision of Shasta Elementary School that with the aid of pupils, parents, staff and community, students will become confident individuals with positive self-esteem. They will be respectful; effective communicators; creative problem solvers; critical, reflective thinkers; self-directed life-long learners; and users of current technology. In our vision, all students will develop a strong foundation for continual learning by working to high standards and expectations for achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies.

Opportunities for Parental Involvement

Parent involvement and support at Shasta are high, with many parents serving as parent volunteers in classrooms and on field trips. An active PTO provides support in many ways, with effort directed toward getting the school community together for social activities.

Grandparents Day, a school sponsored activity for the past 34 years, draws over 1200 grandparents and relatives to the school for a day of programs and activities. Another annual event, the Farmers' Dinner, is sponsored by the PTO and involves all of the school community. Contact the main office for more information.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	82
Grade 1	79
Grade 2	94
Grade 3	95
Grade 4	93
Grade 5	97
Grade 6	85
Total Enrollment	625

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.64	White (not Hispanic)	85.6
American Indian or Alaska Native	0.48	Multiple or No Response	0.32
Asian	2.88	Socioeconomically Disadvantaged	19.0
Filipino	0.32	English Learners	5.0
Hispanic or Latino	9.44	Students with Disabilities	6.0
Pacific Islander	0.32	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.8	4			19.0	4			20.5	3	1	
1	19.5	4			19.8	4	1		19.6	5		
2	19.2	5			20.3	3	1		21.0	3	1	
3	19.8	4			20.3	3	1		20.8	3	1	
4	28.0		5		30.6		5		28.6	1	3	1
5	35.0			2	30.0		3		32.3		1	2
6	31.0		2		31.5		2		28.3		3	
K-3	16.0	1			19.0	2			20.0	2		
3-4												
4-8												
Other												

II. School Climate

School Safety Plan

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include: traumatic incidents; imminent danger procedure (Code Red); evacuation/relocation procedure; civil defense/disorder; bomb threat/bomb emergency; earthquake; chemical spill; crime in progress; and fire/explosion.

School Discipline Practices

Students who feel good about themselves and have opportunities to receive recognition tend to perform better academically and socially. Shasta students in grades 3-6 participate in student government activities. For part of the year students in grades 5-6 participate in noon intramural sports organized by the student council. Classroom teachers provide activities to focus on building self-esteem. Students are taught behavioral expectations in the first week of school, and a written discipline plan, developed with input from teachers and parents, is sent home at that time. Appropriate behavior in the cafeteria and on the playground is recognized with "Shasta Star" and other incentive awards. Special good citizen award assemblies are held monthly. Student suspension is a last resort discipline procedure.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.9	2.2	2.2	8.9	17.0	7.6
Expulsions	0.0	0.0	0.0	0.7	2.1	0.6

III. School Facilities

School Facility Conditions and Improvements

Webster School, a one-room schoolhouse, existed on this site from 1870 to 1924. Shasta Union School was built near the current site and existed from 1924 to 1969. The cafeteria building was the first building on our current site. Shasta School was built in 1963, with two additional classroom buildings added in 1972 and 1976. Several relocatable classrooms have been added over the years. Currently there are 24 regular classrooms, a Learning Center, Communication Handicapped Special Day classroom, and a school Library. The staff room is small. Every available space is used for auxiliary services such as counseling, tutoring, PIP and other special programs. On prep days teachers are allowed to work off campus because there is no available space on campus. Playground space is limited. The development of Degarmo Park is a welcome addition to Shasta School.

Students may arrive no earlier than 7:45 a.m. Supervision is provided for students in the multipurpose room where breakfast is available. Students must be picked up by 2:50 p.m. after school. Supervision is provided until that time. Our Homework Club runs from 2:30-3:30 p.m. on Monday and Wednesday afternoons. The Chico Area Recreation District (CARD) provides an after-school program that runs until 5:30 p.m. Students who leave the campus before the end of the school day must sign out in the office by a person on the OFFICIAL EMERGENCY CARD; identification may be required.

The principal, custodian, noon supervisors and office staff carry a short-wave radio at all times. In addition, the principal carries a cell phone. All classrooms have telephones, television, and intercom. We also have closed circuit TV programming capability. Visitors to our campus must first come to the office and SIGN IN. A visitor will be given a VISITOR BADGE or PASS. Volunteers must fill out proper paperwork at the beginning of every year to work in classrooms or drive on field trips.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District and site maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Each year our PTO has paid for a number of improvements including but not limited to new carpeting, walls and drapes for our classrooms. In addition, through a grant titled "Leaf It To Us" several trees have been added to our site. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status

This table displays the results of the school site inspection completed during October 2005 to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)		X		Room 3 stained ceiling tile Action: STAIN BLOCK TILES
Hazardous Materials (interior and exterior)		X		Room 20 overhang front door peeling paint Action: REPAINT
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)			X	Room 10 drinking fountain. Room 10 faucet Action: REPAIR FOUNTAIN AND FAUCET.
Restrooms		X		West end restroom smells bad Action: CLEAN REST ROOM
Sewer	X			
Playground/School Grounds	X			
Other				

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Facility Condition is Good.			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	27	29	30	720
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	1	2	1
Total Teacher Misassignments	1	2	1
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE website at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	94.6	5.4
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	97.3	2.7

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A

Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Meets State Guidelines	0
Mathematics	Meets State Guidelines	0
Science	Meets State Guidelines	0
History-Social Science	Meets State Guidelines	0
Foreign Language	Meets State Guidelines	0
Health	Meets State Guidelines	0

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Chico Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Chico students by a Task Force comprised of teachers and administrators and approved by the Board of Education.

The CUSD convenes curricular task forces to review textbooks in core subject areas on the Kindergarten through 8th grade state adopted list concurrent with the adoption cycle. Currently adopted are:

2006	History	K-6	Harcourt - <i>Reflections</i>
		7-8	Glencoe – <i>Discovering Our Past</i>
2000	Science	K-5	Houghton Mifflin – <i>Discovery Works</i>
		6-8	Prentice Hall – <i>Science Explorer</i>
2001	Math	K-6	Harcourt – <i>Harcourt Math</i>
		7-8	McDougal Littell – <i>Concepts and Skills 2001</i>
2002	Reading/English	K-6	Houghton Mifflin – <i>A Legacy of Literature</i>
		7-8	McDougal Littell – <i>Language Arts</i>

These standards aligned textbooks are in the hands of all students within two years of adoption.

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7,246.35	\$2,071.55	\$5,174.80	\$64,750.46
District	N/A	N/A	\$5,154.56	\$57,340.79
Percent Difference - School Site and District	N/A	N/A	100.39%	112.92%
State	N/A	N/A	\$4,943.00	\$59,934.00
Percent Difference - School Site and State	N/A	N/A	104.69%	108.04%

Types of Services Funded

Tenured teachers are evaluated on their teaching performance at a minimum of every other year to assist them in maintaining the quality of their instructional practices. Beginning teachers are evaluated annually. Site administrators within the Chico Unified School District have been trained and certified as competent evaluators. Major areas evaluated are Pupil Progress, Learning Environment, Student Control, other Duties, and Support Services. Teachers are provided numerous opportunities to participate in staff development activities to improve and/or maintain their professional skills.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,624	\$38,472
Mid-Range Teacher Salary	\$48,287	\$60,735
Highest Teacher Salary	\$76,000	\$76,906
Average Principal Salary (Elementary)	\$86,061	\$96,766
Average Principal Salary (Middle)	\$93,688	\$102,730
Average Principal Salary (High)	\$95,301	\$110,489
Superintendent Salary	\$170,000	\$169,243
Percent of Budget for Teacher Salaries	42.53%	41.86%
Percent of Budget for Administrative Salaries	4.46%	5.219%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	62	66	69	48	50	51	40	42	43
Mathematics	72	76	73	44	46	45	38	40	40
Science	43	52	61	36	46	45	27	35	38
History-Social Science				42	43	42	32	33	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*	*	
Asian	64	93	*	

Filipino	*	*	*
Hispanic or Latino	30	52	*
Pacific Islander	*	*	*
White (Not Hispanic)	74	75	64
Male	66	74	59
Female	73	72	64
Economically Disadvantaged	40	55	41
English Learners	9	36	*
Students with Disabilities	31	42	*
Students Receiving Migrant Education Services	*	*	*

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2006
Reading	71	61	64	51	54	56	41	42	42
Mathematics	79	77	83	56	61	61	52	53	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native	*	*
Asian	*	*
Filipino	*	*
Hispanic or Latino	*	*
Pacific Islander	*	*
White (not Hispanic)	69	85
Male	66	85
Female	62	80
Economically Disadvantaged	26	68
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services	*	*

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	28.40

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	9	9	9
Similar Schools	7	6	7

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	18	23	1	873
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	16	23	3	885
Socioeconomically Disadvantaged	-4	49	-7	766
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	28.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

Educational research clearly states the need for strong instructional leadership in an effective school. Shasta School has an active School Site Council which develops the school plan with input from parents, teachers, and other staff.

Teachers work cooperatively at each grade level and across grade levels to plan and share and coordinate their instructional programs. Committees of teachers and the site administrator meet to plan programs and changes.

A Student Study Team meets regularly to review individual students and recommend programs and/or strategies to meet their special needs.

Professional Development

Many teachers attend workshops or conferences to meet identified individual needs. Regularly scheduled staff meetings provide additional opportunities for training and collaboration.