Anderson Middle 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	Anderson Middle School
Street	1646 West Ferry Street
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 378-7060
Principal	Felicia Ross
Email Address	felicia.ross@cuesd.com
School Website	ams.cuesd.com
County-District-School (CDS) Code	45-69914-6050124

2023-24 District Contact Information

District Name	Cascade Union Elementary School District
Phone Number	(530) 378-7000
Superintendent	Jason Provence
Email Address	Jason.Provence@cuesd.com
District Website	www.cuesd.com

2023-24 School Description and Mission Statement

PRINCIPAL'S MESSAGE
Built in 1949, Anderson Middle School is a student's final stop in the Cascade Union Elementary School District. Serving an ethnically diverse population, staff engage, enlighten, inspire, and encourage students to be the best version of themselves and develop skills ensuring success at the next level. Offering an array of athletics and electives (band, community service, art, robotics, yearbook, and intervention classes), our students feel right at home before and after school in the California Adventure Camp, the Ascend Program, opening at 7:15, as well as Project Share lasting until 6 p.m. We place a heavy emphasis on prevention and creating a positive school culture with school wide initiatives such as Capturing Kids Hearts (CKH), Second Step, Positive Behavior Intervention and Supports (PBIS), and Advanced Via Individual Determination (AVID). Where Everyone Belongs (WEB) staff place positive school/student interactions as top priority assisting the student body all along the way of the AMS journey. We count on teamwork with parents, guardians, and/or grandparents, to facilitate, develop, and maintain positive growth of every individual tween.

MISSION
Inspire – Believe – Achieve

VISION
Inspire – The entire staff support, include, and serve all students from across our community, creating a culture of excellence, challenging them to be successful, continuous learners who are academically, socially, and emotionally prepared for the future.
Believe-Using student-centered curriculum and engaging instruction, enhanced with cutting-edge technology, we provide positive and safe classrooms that focus on the whole child.
Achieve – With students, families, and the community as equal partners, we are dedicated to preparing confident, healthy, respectful, and responsible students who can succeed and be productive tomorrow, next year, in high school, and in their post-graduation college and/or work careers.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	113
Grade 7	115
Grade 8	116
Total Enrollment	344

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5%
Male	48.5%
American Indian or Alaska Native	8.4%
Asian	4.9%
Black or African American	1.5%
Filipino	0.9%
Hispanic or Latino	20.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	7%
White	56.1%
English Learners	5.2%
Foster Youth	0.9%
Homeless	2.6%
Socioeconomically Disadvantaged	77.3%
Students with Disabilities	17.4%

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)	11.80	65.78	49.50	67.82	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	5.56	4.00	5.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	8.56	10.50	14.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	12.39	4.50	6.25	12115.80	4.41
Unknown	1.30	7.61	4.30	5.99	18854.30	6.86
Total Teaching Positions	18.00	100.00	72.90	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)	13.30	64.38	45.30	61.61	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.84	4.00	5.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	8.18	15.30	20.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	9.54	3.90	5.40	11953.10	4.28
Unknown	2.60	13.02	4.80	6.65	15831.90	5.67
Total Teaching Positions	20.60	100.00	73.50	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.50	0.80
Misassignments	0.00	0.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.60

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	0.50	0.00
Local Assignment Options	1.70	1.90
Total Out-of-Field Teachers	2.20	1.90

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	8.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.1	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

Year and month in which the data were collected	January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Engage New York, 20, Gr. 6-8	Yes	0

Mathematics	CPM, Gr. 6-8, 2017	Yes	0
Science	Houghton Mifflin Harcourt (HMH), Gr. 6-8, 2019	Yes	0
History-Social Science	McGraw-Hill, Gr. 6-8, 2018	Yes	0
Health	Second Step	Yes	0

School Facility Conditions and Planned Improvements

Anderson Middle School was built in 1949. The District is committed to continually maintaining and improving our school facilities. All of our sites have undergone modernization. Maintaining a quality environment for teaching and learning is a top priority for our district, and our five-year facilities plan is continually updated with this goal in mind.

Anderson Middle School is comprised of regular classrooms, classrooms fitted for the needs of our special education students, a sensory room, a media center and a library, a small gym/cafeteria, and a newer large gym (built in 2014).

Students cannot learn well when they are worried, anxious, or afraid, so all of our district schools provide a safe, clean learning environment. School buildings and grounds are well-supervised and each campus has a strict registration policy for all visitors. In addition, all sites have procedures in place to handle emergencies such as fires, earthquakes, or intruders on campus. Procedures are practiced regularly so that students become comfortable with them and are prepared for emergencies.

Year and month of the most recent FIT report	10/25/2023

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			Improvements needed in Small Gym, rm 305
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 repairs need rms 101-103
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	31	28	34	34	47	46
Mathematics (grades 3-8 and 11)	19	23	27	28	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	348	341	97.99	2.01	28.40
Female	180	177	98.33	1.67	33.90
Male	168	164	97.62	2.38	22.36
American Indian or Alaska Native	28	27	96.43	3.57	29.63
Asian	18	18	100.00	0.00	41.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	29.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	44.12
White	184	178	96.74	3.26	23.30
English Learners	20	20	100.00	0.00	5.26
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	20.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	271	268	98.89	1.11	27.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	59	95.16	4.84	15.79

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	349	340	97.42	2.58	23.24
Female	180	177	98.33	1.67	22.60
Male	169	163	96.45	3.55	23.93
American Indian or Alaska Native	28	28	100.00	0.00	25.00
Asian	18	18	100.00	0.00	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	74	74	100.00	0.00	16.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	34	100.00	0.00	29.41
White	185	176	95.14	4.86	23.86
English Learners	20	20	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12	5.88	18.75
Military	--	--	--	--	--
Socioeconomically Disadvantaged	272	267	98.16	1.84	21.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	58	93.55	6.45	12.07

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)	17.70	17.76	17.33	21.86	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	118	113	95.76	4.24	21.24
Female	55	53	96.36	3.64	18.87
Male	63	60	95.24	4.76	23.33
American Indian or Alaska Native	12	12	100.00	0.00	33.33
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	34	34	100.00	0.00	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	56	51	91.07	8.93	23.53
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	82	78	95.12	4.88	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	25.00

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 7	76%	77%	77%	77%	77%

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent involvement is an important component of our school. We offer an array of programs intended to generate and encourage parental involvement. Parents are welcome to participate in activities such as the School Site Council, Booster Club, Band Boosters, Coffee and Conversation with the Principal, ELAC/DELAC, field trips, classroom volunteering, assemblies, and many other special events throughout the school year. Parents may contribute through volunteering, serving on committees, supervising clubs, and helping with athletics or fundraising. Please contact the school office to find out more about these opportunities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	390	376	114	30.3
Female	201	193	59	30.6
Male	189	183	55	30.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	32	31	8	25.8
Asian	18	18	3	16.7
Black or African American	6	6	2	33.3
Filipino	3	3	0	0.0
Hispanic or Latino	82	78	23	29.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	31	31	7	22.6
White	212	203	69	34.0
English Learners	22	21	6	28.6
Foster Youth	3	3	0	0.0
Homeless	22	20	9	45.0
Socioeconomically Disadvantaged	313	299	100	33.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	73	71	26	36.6

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	9.38	26.88	18.46	5.16	9.28	7.91	0.20	3.17	3.60
Expulsions	0.26	0.00	0.00	0.07	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	18.46	0
Female	8.46	0
Male	29.1	0
Non-Binary		
American Indian or Alaska Native	18.75	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	12.2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.45	0
White	25	0
English Learners	18.18	0
Foster Youth	0	0
Homeless	31.82	0
Socioeconomically Disadvantaged	18.53	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	21.92	0

2023-24 School Safety Plan

Each school within the Cascade Union Elementary School District has a Comprehensive School Safety Plan that is developed in consultation with the Anderson Police Department, the Shasta County Sheriff's Department, school site council, and School and District administration. The document is reviewed on an annual basis. The plan includes procedures for many potential hazards including disaster response, intruder or weapons on campus, accident response, opioid overdose response, general emergencies, and school evacuation procedures as well as reporting procedures when child abuse is suspected. There is a flip chart posted in every classroom as well as a red safety backpack in every classroom. Staff meets regularly to discuss safety issues and takes proactive steps to prevent school-related safety issues. The Comprehensive School Safety Plan is available for public inspection at all schools throughout the District.

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	13		
Mathematics	17	12		
Science	21	9	1	
Social Science	19	10		1

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	8	3	
Mathematics	19	8	3	
Science	22	3	7	
Social Science	19	5	7	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	6	5	0
Mathematics	18	6	5	0
Science	20	5	6	0
Social Science	14	12	4	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	
Nurse	
Speech/Language/Hearing Specialist	1
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	$12563	$4279	$8284	66059
District	N/A	N/A	$11949	$67,454
Percent Difference - School Site and District	N/A	N/A	-36.2	-2.1
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	8.5	-13.7

Fiscal Year 2022-23 Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

Title I funds are used to support supplemental instruction and staff development – Wested training and support, behavior para/coach
Title II Part A funds are used to support professional development
Title III ELSP funds are used to support programs for English Language Learners, bilingual para educator
Title IV Part A funds are transferred to Title II Part A
Project SHARE funds are used to support after school programs
Special Education funds are used to support supplemental instruction and services for students with IEPs.
LCFF Base Grant Funds are used to support regular education
LCFF Supplemental and Concentration Grant Funds are used to support supplemental instruction and services to benefit needy students
GATE (Gifted and Talented Education) - supported by LCFF funds. Supports Robotics Program, Spelling Bee, AM Gate Club, Science Bowl, Math Counts and Field Trips.

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	$48,943	$48,481
Mid-Range Teacher Salary	$67,092	$73,129
Highest Teacher Salary	$95,193	$99,406
Average Principal Salary (Elementary)	$114,112	$117,381
Average Principal Salary (Middle)	$114,112	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$147,737	$138,991
Percent of Budget for Teacher Salaries	29.15%	29.34%
Percent of Budget for Administrative Salaries	5.04%	5.99%

Professional Development

The Cascade Union Elementary School District annually schedules time for professional development sessions for our teachers. Additional site-based staff development opportunities occur at school sites before school, after school, during evenings, and over summer vacation. Various training opportunities have included topics such as West Ed Writing Framework; Positive Behavioral Interventions and Supports; Sonic Board training; Life Space Crisis Training; Capturing Kids Heart (CKH) Training; and a framework for understanding and working with at-risk students. Release days are also provided during the school year for teachers to collaborate on the writing benchmarks and review student data. The central goal is to provide teachers with opportunities to collaborate with colleagues to focus on research-based techniques in order to improve their practice as educators. New district teachers have opportunities to take part in Alliance for Teacher Excellence (ATE), an induction program which pairs novice teachers with their veteran counterparts who come alongside them work diligently to

Professional Development

expand their proficiencies with lesson design, time management, curriculum best practices, common core standards, and appropriate assessment procedures.

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	4	4	4