

Anderson Heights 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/fq/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 Heights Elementary School
Street	1530 Spruce St.
City, State, Zip	Anderson, CA 96007
Phone Number	530-378-7050
Principal	Carrie Norris
Email Address	carrie.norris@cuesd.com
School Website	https://ah.cuesd.com/
County-District-School (CDS) Code	45699146050132

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

At Anderson Heights we understand that the needs of our diverse student population extend beyond academics. As staff, families, and the community, we are committed to meeting the academic, physical, and emotional needs of each student in a safe, cooperative environment. Together, we will maintain a culture of excellence and service for every student we serve.

Anderson Heights empowers all students to achieve academically and emotionally. As a team, we implement interventions and action plans for student achievement.

Our School Site Council, Teachers, and Grade Level Teacher Teams meet regularly to develop, monitor, and evaluate our Single Plan for Student Achievement.

MISSION STATEMENT

The Cascade Union Elementary School District believes that the fundamental goal of the educational program is to help each

2023-24 School Description and Mission Statement

student develop skills and confidence in his own abilities so that he can function effectively, both in school and society, at levels consistent with his potential.

Our Vision

The entire staff in the Cascade Union Elementary School District embrace, include, and serve all students from across our community-creating a culture of excellence; challenging them to be successful, continuous learners, academically, socially and emotionally.

Using student-centered curriculum and engaging instruction, enhanced with cutting-edge technology, we provide positive and safe classrooms that focus on the whole child.

With students, families, and 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.

Our Core Values

We come to school committed and prepared to do our best-demonstrating high and consistent expectations for ourselves and others.

We recognize and value everyone's unique talents, skills, abilities, and potential.

We accept responsibility for our own learning and behavior, while supporting the growth and development of others through our actions and words.

We communicate with others in kind, patient, respectful, and inclusive ways.

We value and build caring and compassionate relationships with others-actively listening to understand where others are coming from.

We address challenges using collaborative problem-solving methods that focus on clear and measurable outcomes.

Our Mission

Inspire * Believe * Achieve

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	29
Grade 2	49
Grade 3	47
Grade 4	42
Grade 5	49
Total Enrollment	269

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.5%
American Indian or Alaska Native	6.7%
Asian	4.5%
Black or African American	1.1%
Hispanic or Latino	23.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	11.2%
White	52%
English Learners	8.2%
Foster Youth	1.5%
Homeless	5.6%
Socioeconomically Disadvantaged	86.6%
Students with Disabilities	20.1%

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)	15.30	83.68	49.50	67.82	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	10.92	4.00	5.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.50	14.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.50	6.25	12115.80	4.41
Unknown	1.00	5.46	4.30	5.99	18854.30	6.86
Total Teaching Positions	18.30	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)	11.00	73.33	45.30	61.61	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	6.67	4.00	5.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	20.00	15.30	20.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.90	5.40	11953.10	4.28
Unknown	0.00	0.00	4.80	6.65	15831.90	5.67
Total Teaching Positions	15.00	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	0.00	3.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.00

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	0.00	0.00
Total Out-of-Field Teachers	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.

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)	15	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		August 12, 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Adopted in 2016 McGraw-Hill Wonders (K-5)	Yes	0

	There are sufficient textbooks and instruction materials for each student.		
Mathematics	Adopted in 2015 McGraw-Hill Everyday Math (K-5) There are sufficient textbooks and instruction materials for each student.	Yes	0
Science	Adopted in 2020 Delta Education FOSS (K-5) There are sufficient textbooks and instruction materials for each student.	Yes	0
History-Social Science	Adopted in 2018 Studies Weekly (K-5) There are sufficient textbooks and instruction materials for each student.	Yes	0

School Facility Conditions and Planned Improvements

Anderson Heights Elementary School was built in 1954. 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 Heights Elementary School is comprised of regular classrooms, classrooms fitted for the needs of our special education students, a learning center, a library, and a multipurpose room.

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

10/19/2023

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	Need flooring replacements various rooms
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs		X		Roof repairs needed rooms 5-8, office
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)	27	34	34	34	47	46
Mathematics (grades 3-8 and 11)	20	19	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	141	133	94.33	5.67	33.83
Female	70	65	92.86	7.14	38.46
Male	70	67	95.71	4.29	28.36
American Indian or Alaska Native	13	13	100.00	0.00	15.38
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	21.43
White	68	64	94.12	5.88	35.94
English Learners	12	10	83.33	16.67	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	114	95.00	5.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	13.04

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	141	135	95.74	4.26	18.52
Female	70	65	92.86	7.14	18.46
Male	70	69	98.57	1.43	17.39
American Indian or Alaska Native	13	13	100.00	0.00	15.38
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	31	28	90.32	9.68	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	14	93.33	6.67	14.29
White	68	66	97.06	2.94	18.18
English Learners	12	10	83.33	16.67	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	120	116	96.67	3.33	17.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	24	88.89	11.11	8.33

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)	16.67	23.53	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	52	51	98.08	1.92	23.53
Female	21	20	95.24	4.76	30.00
Male	31	31	100.00	0.00	19.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	31.03
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	2.22	22.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

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 5	88%	92%	90%	92%	90%

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, Carnival Committee, Family Reading Nights, 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 fundraising. To find out more about these opportunities to volunteer, please contact the school office.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	338	314	118	37.6
Female	153	147	53	36.1
Male	184	166	65	39.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	22	20	11	55.0
Asian	13	12	3	25.0
Black or African American	4	4	1	25.0
Filipino	0	0	0	0.0
Hispanic or Latino	87	80	26	32.5
Native Hawaiian or Pacific Islander	4	2	0	0.0
Two or More Races	34	32	14	43.8
White	167	158	61	38.6
English Learners	32	27	7	25.9
Foster Youth	8	7	1	14.3
Homeless	32	28	11	39.3
Socioeconomically Disadvantaged	295	279	108	38.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	78	26	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	4.72	3.59	6.51	5.16	9.28	7.91	0.20	3.17	3.60
Expulsions	0.00	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	6.51	0
Female	1.96	0
Male	10.33	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	8.05	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.94	0
White	6.59	0
English Learners	0	0
Foster Youth	0	0
Homeless	12.5	0
Socioeconomically Disadvantaged	7.12	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	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. It is reviewed on an annual basis. The plan includes procedures for many potential hazards including disaster response, intruder or weapons on campus, accident response, general emergencies, and school evacuation procedures as well as reporting procedures when child abuse is suspected. 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.

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	14	4		
1	18	1	1	
2	15	2		
3	11	3		
4	16	3		
5	14	3		
Other	16	3		

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	15	3		
1	18	2		
2	21	1	1	
3	19	2		
4	21		2	
5	24		2	
Other	11	3		

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	17	3	0	0
1	14	2	0	0
2	23	0	2	0
3	22	0	2	0
4	13	2	1	0
5	25	0	2	0
6	0	0	0	0
Other	6	2	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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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	13378	5187	8191	74845
District	N/A	N/A	11949	\$67,454
Percent Difference - School Site and District	N/A	N/A	-37.3	10.4
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	7.4	-1.2

Fiscal Year 2022-23 Types of Services Funded

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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

- Title I - supporting supplemental instruction and curriculum and staff development
- Title II Part A (Teacher & Principal Training & Recruiting)
- Title IV Part A (Student Support and Academic Enrichment) Transferred to Title II Pt A
- Special Education - providing supplemental instruction and services for students with IEPs

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 after school, during evenings, and over summer vacation. Various training opportunities have included topics such as Smartboard Training, Life Space Crisis Training, Capturing Kids Heart Training, West Ed Training and other offerings by district teachers. In April of 2023 we offered a refresher on PBIS as a district. Release days are also provided during the school year for teachers to collaborate on the writing benchmarks. 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.

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