Meadow Lane Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Meadow Lane Elementary School
Street	2770 Balls Ferry Rd.
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 378-7030
Principal	Karen Maki
Email Address	karen.maki@cuesd.com
School Website	ml.cuesd.com
County-District-School (CDS) Code	45-69914-6050140

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Our Mission:
Inspire, Believe, Achieve
INSPIRE
to give someone the desire, the confidence, and the enthusiasm to do something well

BELIEVE
to trust someone and be confident they will be successful

ACHIEVE
to successfully accomplish something by courage, effort, or skill

Our Vision:
The staff of the Cascade Union Elementary School District include and serve all students from across our community.

We create a culture of excellence; challenging students to be successful, continuous learners - academically, socially, and emotionally.

Using student-centered curriculum, engaging instruction, and 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 today, next year, in high school, in college and their future career.

Students, Staff, Families, Community. Together, we are proud to be the Cascade Union Elementary School District.

Our Values:
We come to school committed and prepared to do our best, demonstrating high and consistent expectations for ourselves and others.

2023-24 School Description and Mission Statement

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.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	73
Grade 2	71
Grade 3	65
Grade 4	66
Grade 5	57
Total Enrollment	448

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48%
Male	52%
American Indian or Alaska Native	4.5%
Asian	3.6%
Black or African American	0.9%
Filipino	0.4%
Hispanic or Latino	17.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.7%
White	63.2%
English Learners	5.1%
Foster Youth	0.7%
Homeless	3.3%
Socioeconomically Disadvantaged	73.7%
Students with Disabilities	19.9%

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)	19.30	82.85	49.50	67.82	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.29	4.00	5.48	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.58	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	4.29	4.30	5.99	18854.30	6.86
Total Teaching Positions	23.30	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)	16.00	76.19	45.30	61.61	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.52	4.00	5.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	9.52	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	1.00	4.76	4.80	6.65	15831.90	5.67
Total Teaching Positions	21.00	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	1.00	2.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	2.00

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)	8.3	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)	16	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

Textbooks and Instructional Materials
Two teachers from each grade level are selected to serve on the county curriculum selection committee.   The selection committee makes a recommendation to the superintendent.
The superintendent takes the recommendation to the board, and the materials are adopted.
The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was in September 9, 2020.
The most recent adopted textbooks were chosen based on the state-approved list. The textbook content fits within the curriculum framework adopted by the state.

Year and month in which the data were collected	January 7, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonder, McGraw-Hill adopted in 2012. All textbooks and materials are current, in good condition, and available to all students.	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill, adopted in 2015. All textbooks and materials are current, in good condition, and available to all students.	Yes	0
Science	California Science, Macmillan/McGraw-Hill (K-5), FOSS and Science Weekly, and available to all students.	Yes	0
History-Social Science	Studies Weekly, Social Studies, adopted in 2018. All textbooks and materials are current, in good condition, and available to all students.	Yes	0
Foreign Language	N/A	No	0
Health	N/A	No	0
Visual and Performing Arts	N/A	No	0

School Facility Conditions and Planned Improvements

Meadow Lane Elementary School was built in 1960. The school is comprised of regular classrooms, classrooms fitted for the needs of our special education students, library, and a multipurpose room (currently under construction), and a on-site preschools.

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	10/30/2023

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		New flooring needed, various rooms.
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		Awnings for Rooms 1-5 to be repaired.
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences			

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)	38	35	34	34	47	46
Mathematics (grades 3-8 and 11)	34	37	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	193	191	98.96	1.04	34.55
Female	101	100	99.01	0.99	38.00
Male	92	91	98.91	1.09	30.77
American Indian or Alaska Native	13	13	100.00	0.00	46.15
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	40.00
White	112	111	99.11	0.89	27.03
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	141	99.30	0.70	32.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	5.26

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	193	190	98.45	1.55	37.37
Female	101	99	98.02	1.98	35.35
Male	92	91	98.91	1.09	39.56
American Indian or Alaska Native	13	13	100.00	0.00	46.15
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	45.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	20.00
White	112	110	98.21	1.79	33.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	142	140	98.59	1.41	34.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	10.53

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)	18.97	28.57	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	58	57	98.28	1.72	28.07
Female	34	34	100.00	0.00	29.41
Male	24	23	95.83	4.17	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	26.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	43	100.00	0.00	23.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	84%	84%	93%	93%	93%

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

Meadow Lane offers many opportunities for parents to join our school community. These opportunities are advertised in our monthly newsletter, through our social media page, and through our school communication app, Parent Square. Parents/Guardians are invited to school conferences, Back to School night, Open House, Fall Carnival, Winter Celebration, Kindergarten Roundup, special classroom activities, and School Site Council Meetings. We have an active Booster club that meets monthly and plans fun activities for family participation.   Parents also attend monthly Coffee with the Principal.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	490	479	147	30.7
Female	233	230	70	30.4
Male	257	249	77	30.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	21	21	8	38.1
Asian	19	19	3	15.8
Black or African American	4	4	1	25.0
Filipino	2	2	0	0.0
Hispanic or Latino	91	88	31	35.2
Native Hawaiian or Pacific Islander	4	2	1	50.0
Two or More Races	44	42	12	28.6
White	293	290	86	29.7
English Learners	30	28	11	39.3
Foster Youth	8	7	2	28.6
Homeless	30	25	13	52.0
Socioeconomically Disadvantaged	378	371	132	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	103	37	35.9

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	3.04	4.88	4.29	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	4.29	0
Female	2.15	0
Male	6.23	0
Non-Binary		
American Indian or Alaska Native	9.52	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.2	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	5.12	0
English Learners	0	0
Foster Youth	0	0
Homeless	6.67	0
Socioeconomically Disadvantaged	4.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.66	0

2023-24 School Safety Plan

Each school within the Cascade Union Elementary School District has a Comprehensive School Safety Plan, developed in consultation with the Anderson Police Department, the Shasta County Sheriff's Department, school site council, and School and District administration, and is reviewed on an annual basis. The plan includes procedures for a myriad of 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. The safety plan was last reviewed in December 2022 and is updated and reviewed yearly.

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	15	6		
1	19	3		
2	18	1	2	
3	20	3		
4	16	3		
5	17	3		
Other	12	4		

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	20	3	2	
1	14	4		
2	19	3		
3	19	2	1	
4	29		2	
5	27		2	
Other	18	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	3	0
1	22	1	2	0
2	22	0	3	0
3	20	1	2	0
4	21	1	2	0
5	19	1	2	0
6	0	0	0	0
Other	9	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	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)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11289	$4276	$7013	$66599
District	N/A	N/A	$11949	$67,454
Percent Difference - School Site and District	N/A	N/A	-52.1	-1.3
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	-8.1	-12.9

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: Title I funds are used for supplemental instruction and professional development.
- Title II Part A (Teacher & Principal Training & Recruiting) funds are used to support distance learning programs.
- Title IV Part A (Student Support and Academic Enrichment) funds are used to support distance learning programs.
- Special Education funds are used for the support of supplemental instruction to serve students with IEPs.
- State Preschool funds are used for support of preschool classrooms.

Expanded Learning Opportunity Program funds are used for 30 additional learning days.

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 Common Core Standards-Based instruction; reading and literacy instruction; math, science, and social studies curriculum support; assessment information; technology integration; student asset development; nutrition and physical education; brain-based learning; 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. 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), a program which pairs novice teachers with their veteran counterparts who come alongside them work diligently to expand their proficiencies with lesson design, time management, curriculum best practices, common core standards, and appropriate assessment procedures. West Ed Writing framework and Trainings have been implemented. Additionally, staff were provided Smart Board training, Crisis Space Training, Capturing Kids Hearts, West Ed Writing, PBIS and a peer-to-peer workshop.

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4