

**North State Aspire Academy**  
**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	North State Aspire Academy
Street	1500 Spruce St.
City, State, Zip	Anderson
Phone Number	(530) 378-7050
Principal	Carrie Norris
Email Address	carrie.norris@cuesd.com
School Website	<a href="https://www.cuesd.com/schools/north-state/index">https://www.cuesd.com/schools/north-state/index</a>
County-District-School (CDS) Code	45-69914-6114144

## 2023-24 District Contact Information

<b>District Name</b>	Cascade Union Elementary School District
<b>Phone Number</b>	530-378-7000
<b>Superintendent</b>	Jason Provence
<b>Email Address</b>	jason.provence@cuesd.com
<b>District Website</b>	www.cuesd.com

## 2023-24 School Description and Mission Statement

North State Aspire Academy is an academic-alternative school for students having behavior and attendance difficulties in the regular education environment. The mission of North State Aspire Academy is to assist students in their progress towards responsibility as it relates to academic achievement and personal development. We strive to see that each individual makes significant progress toward reaching their potential.

Students are encouraged to modify their behavior, improve their self-image, and build goals for their future. The students are separated from their former peer group and placed in a smaller environment where it is safe to make self-adjustments without the pressures or influence of past associates. Upon returning to the regular school program, students report that North State Aspire Academy was an excellent experience. The staff find it very rewarding to see a students make the positive choices necessary for them to be successful.

Our School Site Council, and Teachers 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 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.

## 2023-24 School Description and Mission Statement

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	3
Grade 1	3
Grade 2	3
Grade 3	3
Grade 4	4
Grade 5	2
Total Enrollment	18

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.7%
Male	83.3%
American Indian or Alaska Native	5.6%
Hispanic or Latino	33.3%
Native Hawaiian or Pacific Islander	5.6%
Two or More Races	5.6%
White	50%
Homeless	5.6%
Socioeconomically Disadvantaged	77.8%
Students with Disabilities	44.4%

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)	0.00	0.00	49.50	67.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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)	2.30	100.00	4.50	6.25	12115.80	4.41
Unknown	0.00	0.00	4.30	5.99	18854.30	6.86
<b>Total Teaching Positions</b>	<b>2.30</b>	<b>100.00</b>	<b>72.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	0.00	0.00	45.30	61.61	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	5.44	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.30	20.88	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	100.00	3.90	5.40	11953.10	4.28
Unknown	0.00	0.00	4.80	6.65	15831.90	5.67
<b>Total Teaching Positions</b>	<b>2.00</b>	<b>100.00</b>	<b>73.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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

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

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.30	2.00
Total Out-of-Field Teachers	2.30	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.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)		0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August, 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) Engage New York (6-8)	Yes	0

	There are sufficient textbooks and instruction materials for each student.		
<b>Mathematics</b>	Adopted in 2015 McGraw-Hill Everyday Math (K-5) Adopted in 2017 CPM (6-8) There are sufficient textbooks and instruction materials for each student.	Yes	0
<b>Science</b>	Adopted in 2020 Delta Education FOSS (K-5) Adopted in 2007 Glencoe/McGraw-Hill, Glencoe Science Focus on Series (6-8) There are sufficient textbooks and instruction materials for each student.	Yes	0
<b>History-Social Science</b>	Adopted in 2018 Studies Weekly (K-5) McGraw-Hill (6-8) There are sufficient textbooks and instruction materials for each student.	Yes	0

## School Facility Conditions and Planned Improvements

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.

Within the Cascade Union Elementary School District, we are committed to continually maintaining and improving our school facilities. All of our sites have undergone modernization.

North State Aspire Academy is housed adjacent to the Anderson Heights Elementary School campus.

**Year and month of the most recent FIT report**

10/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b>	X			

## School Facility Conditions and Planned Improvements

Interior Surfaces				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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)	0	--	34	34	47	46
Mathematics (grades 3-8 and 11)	7	--	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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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
<b>Science</b> (grades 5, 8 and high school)	--	--	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
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	0	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	0	0	0	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	0	0	0	0	0

## 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

Both parents and members of various community agencies become involved in each student's program, beginning with the School Attendance Review Board (SARB). The board discusses the student's academic progress and makes a decision if a placement at North State Aspire Academy is in the student's best interest. Other agencies may participate in providing additional support to the student and family. Parents are invited to an orientation meeting with the Principal and teachers to discuss the school program, any special needs of the student, and parental responsibilities during the student's placement. The students are sent home with a report on their daily performance. Student Study Teams may be initiated at any time by the parents or staff.

For more information on how to become involved, contact Mrs. Norris at 530-378-7050.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	29	27	13	48.1
Female	5	4	3	75.0
Male	24	23	10	43.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	8	8	5	62.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	2	1	0	0.0
White	16	15	6	40.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	23	22	11	50.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	20	7	35.0

### 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	14.71	10.81	20.69	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	20.69	0
Female	0	0
Male	25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	18.75	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	17.39	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.29	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
4	1	5		
Other	6	10		

### 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
Other	8	10		

### 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	9	10	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	
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	\$32480	\$10750	\$21730	\$61523
District	N/A	N/A	\$11949	\$67,454
Percent Difference - School Site and District	N/A	N/A	58.1	-9.2
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	96.3	-20.7

## Fiscal Year 2022-23 Types of Services Funded

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) 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 to support supplemental instruction and professional development
- Title II Part A (Teacher & Principal Training & Recruiting) transferred to Title IV Part A used to support technology and distance learning programs
- Title IV Part A (Student Support and Academic Enrichment) used to support technology and distance learning programs
- Special Education funds are used to support 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	3	4	