

# 2018-19 REPORT TO THE COMMUNITY



## SUPERINTENDENT

Judy Flores

## BOARD OF EDUCATION

Kathy Barry

Diane Gerard

Rhonda Hull

Steve MacFarland

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Shasta County's **CHILDREN**  
Shasta County's **SCHOOLS**  
Shasta County's **FUTURE**



# SUPERINTENDENT'S MESSAGE

Dear Shasta County Residents,

On behalf of the Shasta County Office of Education (SCOE) and the Shasta County Board of Education, I am honored to share with you our annual Report to the Community. This report provides a quick snapshot of the programs and services being offered at SCOE in the 2018-19 school year and it showcases the incredible work achieved in 2017-18 as we seek to help 26,000+ students succeed in schools throughout Shasta County.

Our mission at SCOE is: "To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college."

As you review this community report, you will begin to get a sense of the vast scope of support available through SCOE, as we provide: support to families in finding appropriate preschool and child care for their children from birth to 5 years old; training opportunities for preschool teachers and instructional aides as well as child care providers as we strive to create top quality learning environments for students across the county and the region; instruction for students with special needs, from emotional disorders, deaf and hard of hearing, to visually impaired; after school enrichment programs at more than 20 schools throughout the county; transportation for some schools as well as for special needs students throughout the county; vehicle maintenance for buses and bus driver training programs for the drivers throughout the county; training for teachers and administrators on curriculum, instruction, assessment, and the social/emotional needs of students; training for teachers who are interested in becoming administrators; support for new administrators with one-to-one coaching; support for small school/district administrators through our Co-Op (cooperative) services; assistance to districts with financial management, payroll, and other business services; and technology access to the high speed network.

It is a privilege to work collaboratively with our schools and districts in Shasta County to help every student graduate and experience career success. Following are three specific areas we are focusing our efforts on:

1. We want to see every student leave 3rd grade reading on grade level. The research is crystal clear on the overwhelming challenges that students face when they are not proficient readers when

they enter 4th grade: "children who do not read proficiently by the end of 3rd grade are 4 times more likely to leave school without a diploma than proficient readers." Report by Fiester, Leila. "Early Warning! Why Reading by the End of Third Grade Matters," The Annie E. Casey Foundation. May 2010. Fiester, Leila. "Early Warning Confirmed," Annie E. Casey Foundation. June 2013. Through our collaborative work with schools and districts alongside community volunteers, Reach Higher Shasta is working to dramatically change the percentage of students who leave 3rd grade reading on grade level. This year, we will be in our 3rd year of a grant that was funded by the Bill and Melinda Gates Foundation focused on literacy and have been given the opportunity to be a part of a meta-analysis with the Carnegie Foundation to learn from the national experts in regard to literacy. There are more than 60 teachers from 34 schools (representing 18 districts) with K-8 teachers involved in the Bill and Melinda Gates Foundation Literacy grant striving to increase the number of students reading on grade level. I am excited to see the impact of these efforts in helping more students experience success.

2. We want to see every student leave 8th grade with careers in mind that are a mix of their own interests and skills. Our goal is to provide middle school teachers with resources they can share with students that show jobs in fields related to the various units of study they teach throughout each year in grades 6th-8th. As students experience success or show skills in a specific subject, we want to be sure teachers have resources to encourage those students to pursue careers that would provide a match to areas of talent. Ideally, each teacher would bring in guest speakers or share videos of people in careers that use that content or skill just taught to help students see potential for themselves in the future. Through the Reach Higher Shasta Counseling Initiative and connections with middle school teachers, it is our goal to put these resources in the hands of teachers this school year. As a result of partnerships developed through Career Connections, we are hoping to provide teachers with a professional who can come into their class to share with students the work they do and the education needed to achieve it. If students could leave 8th grade with a handful of possible careers, knowing the education they would need to be considered for each position, it would help them as they begin high school to have a sense of direction and purpose. In addition, we want to work with middle school parents this school year to help identify resources that would assist them as they work with their children to talk about careers, to consider high school programs that would be

good fits for their children, as well as to help them consider what post-secondary education is needed to help their children achieve their career of choice.

3. We want to see every student graduate high school with every option open for their future: certificate program, trade school, military, or a 4-year college experience. We know that every student will need additional training beyond high school to move into long-term positions -- and we want to be sure they are ready. To prepare students for these opportunities, we know how critical it is for them to develop the problem solving skills, employability skills, and interpersonal skills necessary to be successful in the future. Working with counselors in the Reach Higher Shasta Counseling Initiative, we are identifying the knowledge and information every student should receive and every parent should receive. Working with the Reach Higher Secondary Committee, we will be addressing some of the challenges students face in completing the sequence of courses necessary to avoid remediation in college (whether for a certificate program or 4-year program) or complete a career education pathway in high school. This committee will also be discussing how to make stronger transitions between middle and high school. Working with Career Connections, we want to see more and more students get involved in job shadowing and internships well ahead of high school graduation so they can begin to narrow a focus on a career path.

For each of these areas, there are partnerships that have been formed between teachers from various schools, between counselors and administrators from various districts, as well as involvement with businesses and other agencies within the county. Working to help each student in Shasta County experience the benefit of these initiatives will go a long way toward changing the future path for each one. You will find more information about Reach Higher Shasta within this report.

If you have any questions or need further information on the programs and services provided by the Shasta County Office of Education and/or the success of our students in Shasta County, please call us at (530) 225-0227.



**JUDY FLORES**  
Shasta County  
Superintendent  
of Schools

# SHASTA COUNTY BOARD OF EDUCATION

## ROLE OF THE SHASTA COUNTY BOARD OF EDUCATION

In accordance with the California Education Code and other regulations and laws, the Shasta County Board of Education serves as the governing board for the schools and programs operated by the Shasta County Superintendent of Schools. The County Board is committed to providing the leadership necessary to meet the educational needs of a diverse student population to increase student success.

THE BOARD ALSO:

- Approves policies, regulations, and curriculum for the schools and educational programs operated by the County Superintendent.
- Approves the annual budget of the County Superintendent.
- Sets the County Superintendent's salary.
- Receives the annual audit.
- Maintains an awareness of financial conditions and operations of school districts in the county.
- Approves the purchase or lease of property for County Office programs.
- Serves as the members of the County Committee on School District Organization. This is the legal body charged with overseeing the reorganization of school districts and district boundaries through territory transfers or unifications as well as the establishment or rearrangement of governing board trustee size and areas as required.
- Serves as an appeal board for the adjudication of expulsion, interdistrict attendance, and charter school appeals.
- Informs local communities about the programs and achievements of the Shasta County Office of Education.

## BEYOND THE BOARD'S SCOPE OF INFLUENCE

Although the Shasta County Board of Education provides oversight in areas such as those listed previously, the County Board does not govern school districts in Shasta County.

Each district has its own school board and superintendent who employ their staff and administer the education of students in their district. Complaints or concerns related to a school, whether it be in regard to staff, educational programs, or extra-curricular activities are under the direct authority of the superintendent of the school district. Concerns with the district superintendent are directed to the school board of the particular school district.

In addition, the Shasta County Board of Education does not participate in negotiations with Shasta County Office of Education employees.

## STUDENT BOARD MEMBERS

Since the 2005-06 school year, the Shasta County Board of Education has provided high school student representatives the opportunity to serve as Student Board Members alongside them. The Shasta County Board of Education values the voice of youth and desires to keep students at the forefront with the decisions that they make.

Student Board Members are selected through an application and interview process and serve a one-year term on the Shasta County Board of Education. They provide important insight and input into the discussion of the Board and their ideas, thoughts, and concerns are listened to and reflected in decisions of the Board.

This unique opportunity for students to serve as Student Board Members provides them with an up-close view of the governance process. They gain a perspective of the educational systems, rules, regulations, and practices of the Shasta County Board of Education, Shasta County Office of Education, local school districts, and the California Department of Education.

*Today's students are tomorrow's leaders and the Shasta County Board of Education is proud to serve together with our Student Board Members to directly influence the lives of children in Shasta County.*

## MEMBERS OF THE SHASTA COUNTY BOARD OF EDUCATION



Back Row (Left to Right)  
**LAURA MANUEL**  
**DIANE GERARD**  
**KATHY BARRY**  
**STEVE MACFARLAND**

Front Row (Left to Right)  
**DENNY MILLS**  
**RHONDA HULL**  
**ELIZABETH "BUFFY" TANNER**

## STUDENT BOARD MEMBERS



**PAYTON FULLER**  
West Valley  
High School



**ALYSSA MANDUJANO**  
Enterprise  
High School

# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES

### INSTRUCTIONAL SERVICES DIVISION

The Instructional Services Division has the goal to provide service, leadership, and professional development to improve student learning. There are four departments within Instructional Services: Student Programs, Curriculum & Instruction, Administrator Support Services, and Early Childhood Services.

Instructional Services provides an array of training, support, resources and services for educators and families in Shasta County and the nine surrounding counties throughout Region 2. Support and services such as preschool, juvenile court school, after school programs, Special Education classes, Independent Study Learning Program/Charter, administrative credentialing, countywide counseling services, safety plan development, Co-Op district support, charter school and charter authorizer support, assessment and accountability, curriculum and instruction, coordination of Foster Youth and Homeless Youth services, and professional learning opportunities are just some of the programs we offer to the schools in the north state.

In addition, our division is uniquely positioned to share information from state level committees and the CA California Department of Education with schools, and districts, and counties in our area. In the North State. We coordinate various programs and projects to enhance teaching and learning from preschool through high school. We are willing to customize our services to meet the needs of individual schools and districts. We strive to support and assist schools with building the necessary foundations to prepare students to be college and career ready.

### ADMINISTRATOR SUPPORT SERVICES DEPARTMENT

Under the leadership of Amy Barker, the Administrator Support Services Department provides guidance and support for the smaller districts and charter schools in Shasta county through the County Cooperative. In addition, Kim McKenzie, oversees the Tier I Administrative Credential and the Administrator Induction Program. These two programs support Shasta County and the nine counties within Region 2. The Administrator Support Services Department provides coaching for new administrators, professional learning opportunities, and technical assistance for federal and state requirements. These services include support for the Local Control Accountability Plan (LCAP), federal entitlement programs that include Title I, II, III, IV and V, the Every Student Succeeds Act (ESSA) requirements, School Leadership Team professional development, policy and governance guidance, implementation of curriculum, improvement in instructional practice, and assessment support.

### CURRICULUM & INSTRUCTION DEPARTMENT

Led by Rebecca Lewis, the Curriculum & Instruction Department guides and supports through the County Curriculum Leaders meetings which are held monthly on topics related to curriculum, instruction, and assessment. Professional Development opportunities are available through trainings offered at the SCOE Professional Development Center (PDC) as well as on school sites so that educators within a school or district have the opportunity to benefit. Contracts with districts for more intensive training and on-site support are available and have been utilized with several districts in the county. In addition, REACH HIGHER Shasta (RHS) K-8 Literacy Grant provides opportunities for in-depth teacher learning in literacy over the course of multiple years. Grants are actively sought out to benefit teachers in Shasta County and throughout the region. For more information, see the web page: <http://www.shastacoe.org/instructional-services-division/curriculum-instruction-department>.

### STUDENT PROGRAMS DEPARTMENT

Mary Lord leads the Student Programs Department which offers direct student services that include:

- Project SHARE- After School Programs, K-8 and 9-12;
- Alternative Education instruction for Juvenile Court School students;
- Shasta County Independent Charter - instruction at Shasta College or at Magnolia;
- Special Education- support for students who have Individualized Education Plans for visually impairment, deaf and hard of hearing, and the Regional Behavior Program at Excel Academy;
- Homeless and Foster Youth Services, local and Statewide Technical Assistance.

### CCSESA LCAP COORDINATING COMMITTEE

Shasta County Office of Education collaborates with 57 other county offices on the CCSESA LCAP Coordinating Committee. LCAP Directors and LCAP Leads meet quar-

terly to better understand the needs of districts in the field with the California School Dashboard and the LCAP. Continuous school improvement through shared problem solving and shared resources will be the focus of this group in the 2018-19 school year.

### LEADERSHIP IMPROVEMENT SCIENCE TEAMS (LIST)

Formerly known as School Leadership Teams (SLT), this year The Administrator Support Services Team partnered with team members from the Curriculum and Instruction Department to provide high quality professional learning opportunities several Leadership Improvement Science Teams (LIST) within Shasta County.

Administrators, lead teachers, academic coaches and support staff attended five sessions that focused on using data and instructional strategies to determine next steps for improvement. Time was allotted to provide teams with an opportunity to collaborate, plan, problem solve and reflect upon current practices and interventions through the process of using improve-

ment science in their organizations. The overall goal of the days were to help school teams work collaboratively to identify an area of focus to make headway on a critical problem of practice. The motto for the work was, "Our goal is not to be the best IN THE county, but to be the best FOR THE county."

Teams identified potential outcomes related to their areas of focus, identified primary and secondary drivers to their aims/focus areas and collected evidence of the current system that supports or takes away from the impact of the Driver. Additionally, change ideas were implemented and teams collected data to inform them if the change was making an improvement or not.

LIST Teams were also able to spend time reviewing and analyzing data, learning new instructional practices, learning new protocols for their teams, and developing a plan to support and target students in need of extra support. Moreover, teams were able to reflect on progress during the year related to goals, actions, professional learning, and student outcomes (both academic and behavior).

### PRINCIPAL FOR A DAY

The 26th Annual Principal for the Day kick-off event breakfast was held in March at the Shasta County Office of Education Professional Development Center followed by a school site visit the next day from the "Principal for a Day". Administrative Program Assistant, Sarah Kohlbeck and Superintendent, Judy Flores hosted over 30 Shasta County Principals for breakfast along with their volunteer community member as their "Principal for a Day." This event provides an opportunity for our area principals and community members, a.k.a. "Principal for the Day," to meet and discuss the activities that would take place at the school site the next day. This year's theme was "The Many Hats of a School Principal."



# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

### EARLY CHILDHOOD SERVICES DEPARTMENT

Under the leadership of Renee Meneff, the Early Childhood Services (ECS) Department is the central access point to providing education and support services for children, families, and early education professionals throughout Shasta County. ECS is a department of Instructional Services, and is composed of three separate divisions: Health and Nutrition, Early Education and Instruction, and Family and Community Support Services. A few of the ECS programs include subsidized child care, resource and referral services, parent and provider trainings, part-day preschool programs, Local Child Care and Development Planning Council and nutrition education.

**Family and Community Support Services** provide Resource and Referral (R&R) and the Alternative Payment (AP) child care subsidy programs and the Emergency Foster Bridge program for both Shasta and Tehama counties. We maintain a list of current Licensed Family child care providers in order to assist families in finding child care that meets the needs of both child and family. R&R provides parent and provider trainings and is the early care link to services available in our community. Subsidy programs help pay for child care services while parents work, seek work, or attend education programs. The Emergency Foster Bridge program provides child care vouchers for up to 6 months of care, to resource families (foster parents) who are working and need care for the foster child. The families and child care providers receive training in Trauma Informed Practice, to better support the child's mental health.



In addition, we coordinate support services for families through **Help Me Grow**. Help Me Grow is funded through First 5 Shasta and Dignity Health and in partnership with United Way 2-1-1. Through our coordinated effort, Help Me Grow assists families and professionals to navigate resources and referrals through a centralized system. We work to ensure all children with developmental delays are identified and linked to appropriate resources and supports.

**Health and Nutrition Services** provides nutrition education to family child care and preschool providers, as well as nutrition education and support to participating after school programs in Shasta County. We assist families in completing CalFresh applications and other requested social services. We provide the most up to date training courses in CPR and First Aid for both pediatric and adult certification. In addition, this division provides support and training to early education programs through the on-site/on-call Nurse service, as well as hearing and vision assessments for SCOE State Preschool students.

Our Early Education and Instructional Services division offers high quality California State Preschool programs at various sites throughout Shasta County.

Many of our classrooms are located on school campuses ensuring a smooth transition for children as they move into TK or Kindergarten. Our preschool programs provide 3-5 year olds with early learning experiences that nurture and prepare them to successfully transition to TK/Kindergarten and become lifelong learners. We recognize each child as an individual with unique strengths and areas of growth. Our program is inclusive of children with special needs and English language learners and offers parent trainings and family support.

To progressively improve the quality in early childhood education in the North State, Early Childhood Services and First 5 Shasta are working as lead agencies of a group of northern counties, including Shasta, Modoc, Siskiyou, Trinity, Glenn, Tehama, and Lassen. As the North State QRIS Consortium, we provide support and incentives for programs, teachers, and administrators in participating classrooms to improve the quality of early care and education. This work is supported by the Quality Rating and Improvement System (QRIS) grant funds from both California Department of Education and First 5 California.

As an incentive to **North State QRIS** participating teachers, administrators, and now early education substitutes, the North State QRIS offers a scholarship that began Summer 2016. This scholarship opportunity was developed in coordination between Shasta College, Shasta County Office of Education, and First 5 Shasta. The intent is to provide educational funding for individuals to attend a local educational institutions including Shasta College, Lassen College, Butte College, College of the Siskiyous, and Southern Oregon University, with little to no out of pocket expenses, and includes funding for books and supplies. If an applicant desires to attend another university, the option for reimbursement exists.

**The Shasta County Local Child Care and Development Planning Council (LPC)** is actively involved in advocating for early care and education needs within Shasta County. The purpose of the Council is to bring together resources within our community in order to identify and assess the early care and education needs of young children and their families. The mission of Shasta County LPC is to involve the community in supporting high quality early care and education through public outreach. The Council continues to lead efforts in the needs, services, quality, and systems that pertain to early care and education in our county.

With a focus on high-quality care, LPC is tasked with assessing local child care needs, developing a county-wide strategic plan, setting zip code priorities for use of state funds, collaborating with local entities to carry out child care staff retention initiatives, and facilitating the temporary and voluntary transfer of funds between state-funded agencies. The LPC's membership is composed of 20 voting members, appointed by the County Board of Supervisors and the County Superintendent of Schools. Members exercise decision-making responsibility for LPC functions. Current Council membership consists of managers and directors from agencies providing child care services and support services, parents receiving child care services, and employees from local businesses. Some of

the businesses represented on the Council include Shasta College, Shasta County Office of Education, Shasta Head Start, First 5 Shasta, Shasta Family YMCA, and Child Abuse Prevention Coordinating Council.

**Bridges to School Success** provides integrated, comprehensive services (addressing the physical, social, emotional, and cognitive aspects of development) that are targeted at all levels of the child's system (community, agencies, family and child). These free services include: training and support for parents and professionals; observation, assessment and diagnostic services for children exhibiting behavioral or emotional symptoms in their child care or preschool setting; case management and referral services for children needing additional assistance and intervention with parents (including home based consultation and Triple P Parenting services).

This highly successful program has helped children and families throughout Shasta County. Between 2015-2018 Bridges to School Success served 423 children and families within their early childhood program, with 61% of children no longer needing services after participating in the eight week model. In the school age program, another 331 children were seen for counseling services.



# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*



### NORTH STATE STEM

North State STEM is a collaborative impact model of the nine county offices of education in California County Superintendents Educational Services Association (CCSESA) Region 2; Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama and Trinity Counties. This North State collaborative represents the Northeastern corner of the State of California; a geographic region of over 30,000 square miles. North State STEM has two hubs; one in Butte County, and one in Shasta County. Together we work to achieve our long-term STEM goals. Collectively, we are determined to reach the same goals by sharing knowledge, learning, and results. We work diligently to ensure ongoing communication, consensus building, mobilizing community leaders, making a case for funding, ensuring access to STEM learning, and strengthening educator capacity. Planned outcomes for the Region 2 Network are:

- Engage the interest of and partner with community leaders.
- Share practices worthy of attention and outcomes in order to impact STEM opportunities in the North State.
- Strengthen the existing as well as in-

crease STEM programs, path-ways and learning activities access across the Pre-Kindergarten (PK) –16 educational systems.

- The Shasta County Office of Education is partnering with our region of nine North State counties to see how we leverage our time and talents to make a difference for students in the present and future. Local businesses, industries, organizations, and the education community collaborate to increase the opportunities for students to pursue STEM-related careers.

The mission of North State STEM is to be the catalyst for STEM education by coordinating quality experiential programs and fostering private and public partnerships to build college and career readiness in the 21st century.

Our long-term goals are to:

- Build partnerships that connect existing education, business, and community assets to increase efficiency, innovation, scale, communication, and sustainability of quality STEM teaching and learning.
- Strengthen quality of and expand access to STEM education and resources across Northern California's PK-16 formal and informal educational institutions
- Increase STEM interest and competencies of all students in Northern California and increase the number of students who pursue STEM-related credentials, degrees, and careers.

The North State STEM Shasta County ACTION COMMITTEES established to pursue the goals are:

### THE STEM CAREER DAY COMMITTEE

Provide an opportunity for students, parents, and teachers to foster awareness of career opportunities in STEM-related fields and to dive into hands-on, "minds-on" STEM activities. For businesses and organizations, STEM focused career day also provides an ideal setting for local industry leaders to network, engage attendees in discussion, expose students to the different STEM-related careers and vocations, and learn more about the latest STEM initiatives throughout Shasta County and beyond.

The 1st annual Ignite Opportunity STEM Career Day was held on January 30, 2015 and served close to 700 Shasta County 9th graders. The 2nd event was on October 23, 2015 and served over 1,000 9th grade students from 7 northern California counties. The 3rd event was held on October 28, 2016 and served 1,200 grade 9 students from 8 counties and 28 high schools. The 4.0 event was held on October 20, 2017. There were 1,200 students in attendance representing 32 schools from 8 counties. On November 16, 2018, event 5.0 will take place expecting 1400 students in attendance.

For more info visit:  
<http://bit.ly/STEMCareerDay2018>



### THE BEYOND THE CLASSROOM (BTC) STEM EDUCATION COMMITTEE

High quality science learning, both inside and outside the traditional classroom, is critical to young people's success. North State STEM can draw on many resources to provide rigorous, interdisciplinary, hands-on STEM education in schools, after-school programs, summer camps, Makers events, community organizations, parks, and other venues. This committee explores how to expand these opportunities for all students by highlighting existing great STEM practices, reaching beyond the student to engage parents and families throughout Shasta County and our region, and by collaborating to increase these practices.

The committee secured funding for 32 Mindstorm Lego robotics kits. These kits and other great STEM resources are available for schools and community groups to use with students to expand their knowledge of robotics, engineering, coding, and related subjects. For more info about the lending library program, call (530) 225-0255.



### NORTH STATE SECONDARY STEM PARTNERSHIP (NSSP)

The North State Secondary STEM Partnership (NSSP) Project was a Cohort 10 partnership funded by the California Mathematics and Science Partnership (CaMSP) program, which is administered by the California Department of Education's Science, Technology, Engineering and Mathematics (STEM) Office. CaMSP is a federally funded initiative of the US Department of Education's Mathematics and Science Partnership (MSP) Program under Title II of the Elementary and Secondary Education Act (ESEA).

NSSP targeted 60 participating mathematics and science teachers in grades 6 to 12 from thirty partner districts.

The project was lead by a partnership lead by the Shasta County Office of Education and included faculty members from the Shasta College, College of the Siskiyous and CSU, Chico. The NSSP leadership team believes that the purpose of STEM education is to help students learn math and science as relevant, stimulating, and overlapping disciplines through providing real-world learning opportunities

that develop their critical thinking and problem solving skills. Therefore all of the NSSP teachers participated in an annual summer academies, intensive sessions during the school year, lesson study and follow up coaching that focused on pedagogical and content training that focused on engaging activities integrated mathematics and science using engineering practices. The participating teachers increased their STEM content knowledge, adapted interactive lessons for their classrooms, connected the content to local STEM careers and shift ed their teaching practices to promote deeper student learning of mathematics and science.

Teacher created STEM integrated lesson plans along with resources from the NSSP project are on the project's website. <http://www.shastacoe.org/nssp>



# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

### STUDENT PROGRAMS ALTERNATIVE EDUCATION

Is provided at the Juvenile Court School located at the Juvenile Rehabilitation Facility. The needs of "at risk" students are met in small, self-contained classrooms that embed career instruction, counseling, and credit recovery options. Services are geared towards assisting students to become productive members of the community by providing academic instruction, independent life skills, positive self-concepts, and effective relationships with others. Support is also available for districts through the School Attendance Review Board (SARB) Specialist. The specialist attends district level SARB hearings and coordinates the quarterly committee meeting.

The Shasta County Independent Study Charter School offers students opportunities to work one-on-one with teachers to complete high school requirements for graduation. Locations include sites at 1644 Magnolia and at the Shasta Independent Learning Center on the Shasta College Campus. Students work closely with assigned staff to complete credits necessary for graduation. Requirements include weekly appointments with teachers and completion of assigned work. Students are also provided the opportunity to

engage in ROP courses, concurrent enrollment, on-site group electives, and certificate courses. The setting is appropriate for motivated students who may have other obligations such as work, family, health impairments, yet can work independently with weekly guidance.

Special Education services are mandated for students who meet the qualifying conditions established by the Individuals with Disabilities Act (IDEA) and based upon the recommendations of the Individualized Education Plan (IEP) team.

The Shasta County Office of Education offers Regional Program and Itinerant Provider services. Regional Program services are offered at Excel Academy for students who require behavior support services. Additionally, Deaf and/or Hard of Hearing (DHH) students and Visually Impaired students are served through this program.

### REGIONAL PROGRAM FOR DEAF OR HARD OF HEARING STUDENTS

This program is located in Shasta Lake City at Shasta Lake School in the Gateway Unified School District. Students who require more direct support and who would benefit from exposure to peers who also are deaf or hard of hearing receive

services here. In addition, each student is included in the general education environment at this elementary school for the maximum extent possible.

### ITINERANT SERVICES

Children who are visually impaired or hearing impaired are served by teachers who have specialized credentials and who serve the students at their school of attendance. For blind students, we also employ a brailist who assists the students who are learning or utilizing braille. Some of the visually impaired students also receive "orientation and mobility" services by a teacher with this specialized credential.

For students who are deaf/hard of hearing, we employ Educational Sign Language Interpreters who must meet a rigorous level of testing (level 4.0 on the EIPA assessment). Interpreters are assigned to students throughout the county at the student's school of attendance.

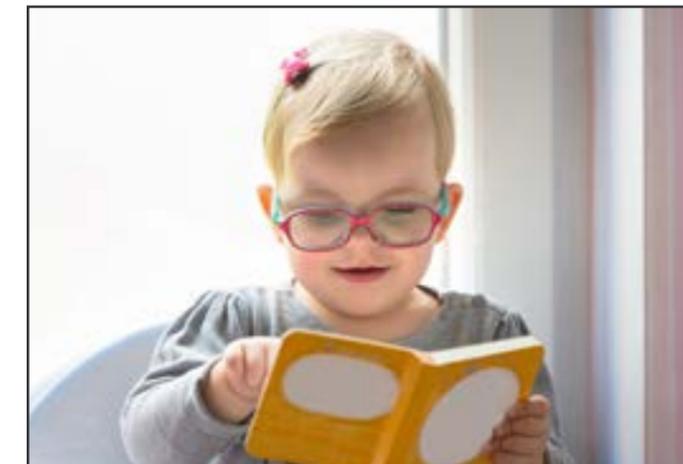
We also employ Communication Facilitators who assist the teachers of the deaf/hard of hearing, by tutoring students, and building their sign language skills.

### EARLY INTERVENTION SERVICES (PART C)

The Shasta County Office of Education also provides special education services to children birth to age 3 in both Shasta and Tehama Counties. Children in the program receive an Individual Family Service Program (IFSP). The Early Intervention Program (EIP) consists of an interdisciplinary team of Teachers, with support from a Nurse, Psychologist, Occupational Therapist, Speech Pathologists, and a Teacher of visually impaired students. Children with Low Incidence disabilities (deaf or hard of hearing; visually impaired, or orthopedically impaired) are served by the SCOE Early Intervention Team. While other children who have other disabling conditions are dually served by The Early Intervention Team and Far Northern Regional Center.

All services are provided in the child's "natural environment" which is often in their home or elsewhere in the community. EIP offers parents opportunities to come to special events to network

with other families. All of our EIP staff work cooperatively with district representatives, and SCOE is represented within the Governing Structure of the Special Education Local Plan Area (SELPA). Our aim is always to maximize the potential of our students for becoming responsible, productive citizens.



### EXCEL ACADEMY

This regional program provides a structured setting specifically designed to address the needs of students who require an intensive program to address emotional disabilities or serious behaviors that impede their learning. A Regional Resource Committee meets weekly to

review students who may need this environment to foster their learning, but does not place them. Students have the support of on-site Mental Health Clinicians, Behavior Interventionists, and Psychologist and Behavior Intervention Case Managers. The small site allows for supervision and safety while allowing the least restrictive environment for students.

Weekly assemblies provide for student recognition and parental involvement is encouraged. The program provides many opportunities for families to engage in their student's education. Parents are invited to attend field trips, award assemblies, the Thanksgiving Feast and to volunteer in classrooms. Staff are required to meet rigorous credentialing requirements and have certifications to meet the needs of special education students.



# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

### PROJECT SHARE (Shasta Health, Academics, Recreation, and Enrichments)

Project SHARE makes a difference after school, every day. Funded by After School Education and Safety (ASES) and the Federal 21st Century Community Learning Centers, After School Safety and Education for Teens (ASSETs), the program serves over 1,500 students between dismissal and 6 pm every school day. Services include supervision of programming, personnel, and finances. Funding supports student participation in academic interventions, tutoring and homework assistance, recreation and enrichments. All students at participating school sites, pending available space, are eligible to attend regardless of parental economic status.

Following is a list of school sites participating in our after school grant:

Anderson Heights Elementary  
Anderson Middle

Anderson High  
Bella Vista Elementary  
Black Butte Elementary  
Black Butte Junior High  
Burney Elementary  
Castle Rock Elementary  
Chrysalis Charter  
Fall River Elementary  
French Gulch-Whiskeytown Elementary  
Happy Valley Elementary  
Happy Valley Primary  
Igo-Ono Elementary  
Indian Springs Elementary  
Meadow Lane Elementary  
Montgomery Creek Elementary  
Oak Run Elementary  
Redding STEM Academy  
Shasta Union Elementary  
West Cottonwood Jr. High  
West Valley High

Our administrative office is located at  
1644 Magnolia  
Redding, CA 96001  
Contact: (530) 245-7830

### THE FOSTER YOUTH SERVICES COORDINATING PROGRAM (FYSCP)

Provides support around school permanency and transition for students in foster care. Emphasis is upon collaboration and coordination between agencies to assure continuity in academic progress, placement, and success. The FYSCP is defined by Assembly Bill 854, passed October 2015, to support the educational and social emotional success of Foster Youth living in Shasta County. The Shasta County Office of Education FYSCP is uniquely situated to support inter-agency collaboration and capacity building, both at the system and individual pupil level, focused on improving educational outcomes for pupils in foster care. This is a key component to the successful implementation of the Local Control Accountability Plan (LCAP) and the Local Control Funding Formula (LCFF). Our programs support the needs of the foster child, foster parents, biological parents, districts, Shasta County Probation, and Shasta County Health and Human Ser-

# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

vices. The FYSCP supports and facilitates such collaboration and capacity building while preserving the ability to provide direct services such as tutoring, mentoring, counseling, transition, school-based social work, and emancipation assistance. When there are identified gaps in service at the local level and the local Executive Advisory Council that establishes that these services are needed and aligned with local control and accountability plan priorities.

The Foster Youth Services Collaboration Program maintains a website that hosts all California legislation and Education Codes as related to educational supports for Foster Youth. <http://www.shastacoe.org/fosteryouth>

### MCKINNEY-VENTO HOMELESS EDUCATION ACT

The Shasta County Office of Education maintains a website that hosts access to McKinney-Vento Homeless Assistance Act and California Education Codes as well as the Every Student Success Act (ESSA) educational rights for students experiencing homeless or unaccompanied situations. This federal legislation ensures the educational rights and protections of children

and youths experiencing homelessness. It requires all Local Educational Agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths. The McKinney Vento Act defines LEAs as public school districts, direct-funded and locally funded charter schools, and county offices of education.

### FOSTER YOUTH SERVICES COORDINATING PROGRAM TECHNICAL ASSISTANCE

The Shasta County Office of Education provides technical assistance to 36 northern California County Offices of Education Foster Youth Service Coordinating Programs to facilitate the implementation of Assembly Bill 854. Through support from the California Department of Education, we facilitate statewide, regional and local communication, and coordination of program practices to build a systemic approach consistent to the needs of each county and every foster youth.

With the collaboration and inter-agency coordination of services with local child welfare offices, school districts, and community partners, our California foster youth will have improved academic achievement, increased graduation rates, improved school attendance, and increased school stability.

### SAFE SCHOOL PLANS

Public Schools in California are mandated under Education Code 33280 to develop a comprehensive Safe School Plan that addresses four critical areas of emergency. Plans are updated annually to meet emerging needs and legislative requirements. The plan must be drafted in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, to develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process updated by March 1st of each year. Rea McFadden from the Early Childhood Education Department and Amy Barker from the Administrator Support Services Department team up to provide a safety plan training and work session for schools in our county.



# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*



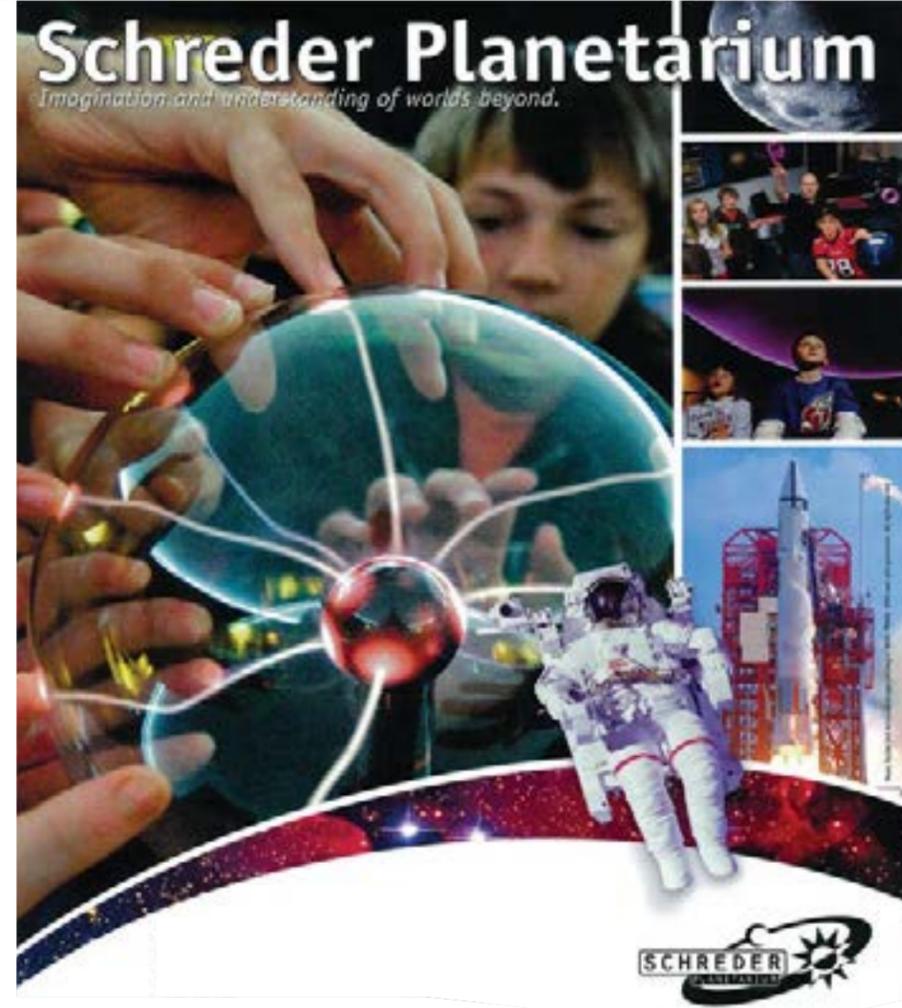
**The Carr Fire has forced WES to leave NEED Camp. For 2019 only, the residential outdoor science school will operate at Lassen Pines in Viola.**

Whiskeytown Environmental School is a certified ROSS (Residential Outdoor Science School) program run by the Shasta County Office of Education in its 48th year of operation. WES offers a five-day residential program for 5th and 6th grade students as well as field lab programs for K-4. Both the WES ROSS program and Field Lab offer Next Generation Science Standards (NGSS) lessons and methods that support student critical thinking and provide a model for teachers beginning to use NGSS. NGSS emphasizes not only what the students learn, but how they learn it. Students use the Science and Engineering practices to explore and explain the world around them. They design experiments themselves, create models, and engage in science discourse based on evidence and reasoning to arrive at explanations. Field instructors act as facilitators for such practices, accompanying students into the field for hands-on science learning. WES also offers a summer camp program with opportunities to explore nature, swim, kayak, and spend one night in a cabin.

Find additional information regarding our services at <https://shastacoe.org/programs-services/whiskeytown-environmental-school>. Register or seek more information Contact: (530) 225-0111.

# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*



**SCHREDER PLANETARIUM**  
As an educational outreach of SCOE, the planetarium captures the passion and curiosity of the universe from space to Earth. In May 2018 we began showcasing our two new shows, Dinosaurs at Dusk and Dynamic Earth. Over \$10,000 was raised in cooperation with Friends of Schreder Planetarium. Currently we offer a public show every two weeks and they have sold out since August, 2016.

Evening shows are double features. Tickets are \$8 each for public shows and field trips. Contact: (530) 225-0295



**SCHREDER PLANETARIUM DIGITAL THEATER**  
Shasta County Office of Education  
1644 Magnolia Avenue  
Redding, CA 96001  
[www.shastacoe.org/planetarium](http://www.shastacoe.org/planetarium)

**NEXT GENERATION SCIENCE STANDARDS FIELD TRIPS:**  
Even grade levels that do not learn about space can find value in our programs. Every grade gets more than pre and post lessons, they get a unit of study rooted in the NGSS. For example second grade discovers in their classroom how to build towers, bridges and roofs, exploring different materials and structures. In the show they see the ultimate building challenges and enjoy them in our hands-on opportunities through our exhibits.

Register for field trips at [www.shastacoe.org/planetarium](http://www.shastacoe.org/planetarium)

**FRIENDS OF THE PLANETARIUM AND PUBLIC SHOWS:**  
The Friends of the Planetarium, a volunteer group, handles the management of the gift shop and fundraising for new shows and equipment. If you love Schreder Planetarium, consider joining this group.

Call us for more information. You can find a schedule of public shows and online purchasing of tickets at [www.shastacoe.org/planetarium](http://www.shastacoe.org/planetarium)



# SHASTA OFFICE OF EDUCATION

## OTHER SERVICES OFFERED

### LOCAL SUPPORT

#### Local Control Accountability Plan and Local Control Funding Formula Rubrics

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

Districts are currently implementing their 2017-2020 Local Control Accountability Plan (LCAP).

Jennifer Baker, Assistant Superintendent of Instructional Services and Amy Barker, Executive Director of Administrator Support Services will continue to provide one-on-one support, resources, LCAP Work Sessions, and LCAP Support Meetings to assist districts in the development of their LCAP and Federal LCAP Addendum. The LCAP Support Meetings will focus on the State and Local Indicators where districts will identify ways to support the following student groups: Students with disabilities, low-income students, at-risk students, foster youth, homeless youth, English Learners and other student groups.

Through the LCAP Support Meetings, districts will learn about: the new additions to the new state and federal accountability system, the ESSA state plan, and the LCAP Federal Addendum. Moreover, schools and districts will be able to clearly assess strengths and weaknesses using clear and useful state and local measures. Through analyzing these data points, districts will learn how to refine their systems of support and make adjustments accordingly. A tool called the California School Dashboard aims

to synthesize and make accessible a wealth of state and local data for use to improve local schools. The California School Dashboard will help districts and schools identify student groups that need extra support academically and socially. The Instructional Service Division will partner with districts and schools that are identified for Differentiated Assistance. These districts will receive additional support through academic/behavior coaching and professional development.

#### Co-Op Services

The County Co-Op currently serves 18 districts and 5 charter schools. The Shasta County Consortium for Consolidated Programs provides support to member districts on the use of state and federal categorical funds. The Administrator Support Services Department team and the Instructional Services Department team provide one-on-one support for Co-Op districts with items such as professional development, state waivers, School Site Council requirements, private school consultations, Consolidated Application support, Local Control Accountability Plan (LCAP) support, Uniform Complaint Procedures (UCP), Single Plan for Student Achievement (SPSA) support, Federal Program Monitoring reviews, and Title I/Title II requirements. Additionally, monthly assessment/accountability newsletters and Co-Op newsletters are provided to our Co-Op partners. Moreover, monthly meetings are held to keep the Co-Op districts and charters abreast of the latest state and federal program information. This year we are partnering with the California Collaborative for Excellence in Education (CCEE) to network and learn from other Professional Learning Networks throughout the state. CCEE has provided some funding to the Co-Op to support the Co-Op districts with reduced Co-Op fees and free Professional Development from SCOE content experts at the Professional Development Center.

### REGIONAL SUPPORT

#### Multi-Tiered System of Support (MTSS) within Region 2

In 2016, the Orange County Office of Education in partnership with Butte County Office of Education was awarded a \$10 million grant that will be used to encourage local educational agencies (LEAs) to establish and align school wide, data driven systems of academic and behavioral supports for the purpose of meeting the needs of California's diverse learners in the most inclusive environment. The purpose of the funding is to enhance equitable access for all stakeholders, focus on the whole child, create a culture of collaboration among all stakeholders and align support systems.

This initiative is being rolled out statewide in order to sustain behavior and academic support for students throughout California. The primary objective of MTSS is to increase and improve services for all students. The MTSS initiative relies on strong administrative leadership, integrated educational framework, family and community engagement, and inclusive policy structure and practice.

Shasta County Office of Education's very own Kim McKenzie is the Regional Lead for the Multi-Tiered System of Support (MTSS). She has been tasked with implementing MTSS, with a focus on rural schools, throughout Region 2. She will be instrumental in training the trainers from the nine counties offices in Region 2 who will in turn work with districts in their perspective county. OCDE recently received an additional \$30 million to support the scope of this very meaningful work throughout the state. As a result, there will be three rounds of sub-grants awarded to schools that exhibit essential components that training and support through the Administrator Support Services Division and

### STATE REPRESENTATION

California Association of Administrators of State and Federal Education Programs (CAASFEP) The California Association of Administrators of State and Federal Education Programs (CAASFEP) is a professional organization serving State and Federal Program Directors and others in the implementation of federal and state programs.

CAASFEP is a state affiliate of the National Association of Federal Education Program Administrators (NAFEPA). CAASFEP supports equitable education for all children and provides technical assistance to districts throughout the state with the implementations of the Every Student Succeeds Act (ESSA).

The State and Federal Program Directors,

throughout California, meet monthly in Sacramento to partner with and receive information from the California Department of Education (CDE) and CAASFEP. This year, Amy Barker from Shasta County Office of Education, has been selected as the State President for the CAASFEP Organization. She is excited to represent the north state and provide a voice for the rural districts in our region.

will be able to use the funds to support their local goals and needs.

#### Regional Lead for the Regional Assessment Network (RAN)

Shasta County Office of Education is the lead for RAN Region 2. Every other month, Amy Barker, travels to the Sacramento County Office of Education to meet with other county offices throughout the state and the California Department of Education (CDE) to learn about the new state assessment and accountability initiatives and provide direct feedback to CDE. Upon return, the information is placed in a RAN newsletter that is then distributed throughout Region 2.

### SCALING UP A MULTI-TIERED SYSTEM OF SUPPORT (MTSS) SHASTA COUNTY

For the past two years Shasta County Office of Education has been involved with a state grant, Scaling Up a Multi-Tiered System of Support (MTSS). The grant is facilitated by Orange County Office of Education, California Department of Education, Butte County Office of Education and SWIFT of the University of Kansas. The grant is a three-tiered grant rolled out in three cohorts over the past two years, awarding school districts over 30-million dollars in California. The focus of the grant is to align school initiatives to support academics, behavior and social emotional learning. Each school that is awarded the grant must submit a grant application, attend five days of technical support training, participate in a Fidelity Integrity Assessment (FIA) and report out-

come data for accountability.

The grant was initially piloted by Knowledge Development Sites (KDS) that were handpicked by the county office MTSS lead. Both schools in Shasta County were from Redding School District; Sycamore and Juniper Elementary. Sycamore was chosen for their school wide integration of Social Emotional Learning and Juniper for their academic intervention system. Each school was awarded \$5,000.00 for their participation in the grant. Sycamore's, Susanna Winstead, showcased her school wide system of support in her PALZ Zone room that has been equipped with materials that help students dysregulate. The room is designed for students to choose activities that will help them regulate their behavior so that they may return to their class ready for academic instruction.

After piloting the grant, SUMS was rolled out to our first cohort. In Shasta County there were five schools that were awarded \$25,000.00, Castle Rock, Chrysalis, Indian Springs, Montgomery Creek and Oak Run. Each school is supported by the county lead and regional lead, Kim McKenzie of Shasta County Office of Education. In the fall of 2018, Cohort 2 was identified and Columbia, Bella Vista and Happy Valley School District joined other sites as MTSS schools.

Our last round of grants, Cohort 3, was awarded in mid-May. We had five more districts qualify in Shasta County for the grant, as well as Shasta County Office of Education.

French Gulch Elementary, Grant Elementary, Anderson High School, Black Butte Elementary and Redding School District will be our final participants in the grant. In total, Shasta County was awarded \$385,000.00 to scale up MTSS.

Most districts are using the funds to support teacher professional development. The goal of MTSS is for all students to receive an equitable education; "All Means All". The networking, the resource mapping, and the support from the county will allow this grant to grow and be sustainable for years to come.

# POWERFUL EXAMPLES OF COLLABORATION

Over the last decade, we have seen a shift in our county toward greater levels of communication and collaboration across schools and districts. We have benefited greatly from learning together. As I have had the opportunity to share over the last few years about the ways in which teachers, administrators, schools, districts, and agencies within Shasta County are willing to collaborate to improve outcomes for students, my colleagues in other county offices are often amazed. Our school and district leaders and teachers are all to be commended for caring so much about improving student outcomes as they are willing to seek out opportunities to collaborate and learn from each other well beyond their school sites and districts. As we closed out 2017-18 and are moving into 2018-19, we are excited to share examples of the collaboration and partnership taking place within Shasta County.

16 school sites partnering with us to support 24 preschool classrooms primarily serving low income families in Shasta County, seeking to help these youngest students enter Kindergarten ready.

Mentoring for 25 Transitional Kindergarten Teachers at 20 school sites, providing early education support and guidance. With every coaching/mentoring session, teachers are also given on-going information about social-emotional learning and specific trauma informed strategies to equip them and better serve their students. Teachers are constantly requesting help for their students who have a difficult time regulating their bodies and brains. This year, "Upstairs,Downstairs" interactive brain lessons were also taught in many Transitional Kindergarten/Kindergarten classrooms helping students understand how the different parts of their brains work and how to reach the "upstairs" part more easily.

11 organizations partnering through the Strengthening Families Collaborative Steering Committee, including Health and Human Services Public Health, Health and Human Services Children's Services, First 5 Shasta, One Safe Place, Youth Violence Prevention Council, Shasta Probation, Far Northern Regional Center, Northern Valley Catholic Social Services, Shasta Head Start, Shasta County Child Abuse Prevention Coordinating Council, and Shasta County Office of Education.

Collaboration with the Strengthening Families Collaborative Adverse Childhood Experiences (ACE) Interface Trainer of Trainers to provide educational ACE talks to over 15 organizations throughout Shasta County.

17 Mentor Coaches working to increase quality early education programs throughout the 7 county North State Regional Consortium.

Collaborate with 300 licensed Family Child Care providers and Health and Human Services CalWORKS agency to provide over 1,700 children 0-21 years, child care services.

41 schools collaborating with First 5 Shasta to administer the Kindergarten Readiness Snapshot to provide information on areas of focus for training of childcare and preschool teachers as well as have information to start the Kindergarten year.

67 teachers from 34 schools (representing 18 school districts) with K-8 teachers involved in the Bill and Melinda Gates Foundation Literacy grant striving to increase the number of students reading on grade level.

Opportunities for collaboration with some of the greatest experts in the nation at the

Early Literacy meta-network convening at the Carnegie Foundation as we learn how we might increase the numbers of students reading on grade level.

21 districts collaborating with Reach Higher Shasta to administer county-wide K-3 reading and K-2 math assessments to provide for ongoing evaluation of student progress in literacy.

44 leaders from 21 different schools (representing 12 school districts) in the county are participating in the Reach Higher Shasta Committee and partnering with the Shasta Early Literacy Partnership to help every child read on grade level by the end of third grade.

Strengthened collaboration with Health and Human Services Agency Children's Services and Homeless and Foster Youth liaisons throughout the county ensuring maximum support for our most at-risk student population.

California Learning Communities for School Success Program (CLCSSP) is working collaboratively with 3 Redding area high school districts and community partners in the effort to increase student attendance and decrease suspensions with a focus on restorative practice. Parent Liaison positions are in place at all school districts to serve as a bridge between schools, students, and parents.

All high school counselors and an administrator from each of our comprehensive high schools and one charter school along with middle school counselors from at least 2 school districts will continue learning from the premiere national expert on counseling, Dr. Trish Hatch, in order to help us create across the county a systemic approach to counseling that best supports all our students and families.

Collaboration with Health and Human Services with our Reach Higher Shasta Counselor Co-Leads building understanding of the strong correlation between education and health outcomes.

We have begun conversations with the Shasta County District Attorney, Shasta County Chief of Probation, and Shasta County Health and Human Services around the challenges our schools and districts face because of chronic absenteeism. Continued discussions and work will be focused in this area in the year to come.

36 administrators from middle and high schools across Shasta County are involved in the Reach Higher Shasta Secondary Committee which is focused on helping every child successfully transition between middle and high school and leave high school with a plan for their future.

21 School Leadership Teams involved in learning together with the tools of Improvement Science to tackle significant challenges on each of their school campuses.

22 new Shasta County administrators partnering with us for their Tier II program and 33 leadership coaches supporting new administrators from across the 9 counties in our region.

7 online principal coaches from Shasta County schools supporting 24 teachers pursuing administration, joining the Tier I program this year.

18 small school districts and 5 charter schools collaborate each month in the California Collaborative for Excellence in Education (CCEE) Shasta County Co-Op (cooperative) Professional Learning Network. School districts work side-by-side

learning from one another and share ideas on school improvement.

2 schools are Knowledge Development Sites (KDS) for the statewide Multiple-Tiered System of Support (MTSS). 9 county offices of education and 25 schools throughout the region meet every other month learning together, sharing ideas and resources, and partnering to implement systems of support for our students in greatest need.

Collaboration with businesses, the SMART Business Resource Center, and North State STEM to host the STEM Ignite Career Day for the 5th year in November, providing the opportunity for 9th grade students from 9 counties to learn about careers in the North State that involve Science, Technology, Engineering, and/or Math (STEM).

5 high schools in Shasta County, and Shasta-Trinity Regional Occupational Program (ROP) are working with Shasta College as part of their Career Pathways Grant to create career pathways in high school that students can continue to pursue when attending Shasta College that are aligned to areas of workforce need within our region.

Collaboration with the California Department of Education and Orange County Department of Education to increase targeted support services statewide to ensure full implementation of Assembly Bill 854 (countywide coordination of services for Foster Youth). Providing direct support to the northern 36 counties regarding program planning, alignment with Local Control Funding Formula/Local Control Accountability Plan, Dashboard training, Trauma Informed Practices, and the development of formal agreements with local social services to draw down federal Title IV-E dollars to increase educational case

management for foster youth.

Collaborating with the 58 counties throughout California on the Curriculum and Instruction Steering Committee (CISC) and California County Superintendents Educational Services Association (CCSESA) representing Shasta County's "rural voice" and shaping statewide initiatives. Ensuring the needs and concerns of our students in Shasta County and Region 2 are heard in order to shape state policy and initiatives for our students.

This level of collaboration across Shasta County is truly unique within the state. It is something we should see as extremely valuable and value added. As individual schools and districts, most of this would not be possible, but partnering together, we can accomplish amazing things!

*-Judy Flores  
Shasta County Superintendent of Schools*



# SHASTA OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

### ADMINISTRATIVE CREDENTIALING PROGRAMS

#### Shasta Leadership Academy- Tier I Program

Under Kim McKenzie's leadership, the Tier I administrator credential program continues to grow. This year we have 24 new candidates from Shasta County and the 9 counties in Region 2.

The Shasta County Office of Education Preliminary Services Credential program is designed for aspiring school administrators who seek to develop the skills to effectively lead a 21st century educational organization. The ten month model is a blend of coursework, performance based tasks that provide ongoing opportunities for candidates to learn educational theory and apply that understanding in an authentic in-class and in-field environment. In addition, candidates are also supported by mentors within the region.

Our program consists of six (6) courses based on the California Administrator Performance Expectations (CAPEs). The CAPEs describe the minimum competencies expected of candidates ready to begin professional practice as a California administrator. The CAPEs include:

- Visionary Leadership
- Instructional Leadership
- Management and Organizational Leadership
- Family Engagement
- Professional Learning and Ethics
- School Improvement Leadership

In the past five years our program has served over 115 candidates in earning a Preliminary Administrative Service Credential. We have over a 50% job placement rate for those administrators actively seeking positions.

### ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS / SHASTA COUNTY OFFICE OF EDUCATION

#### Tier 2 Induction Program

Shasta County Office of Education Tier 2 Induction program, in partnership with Association of California School Administrators (ACSA), was designed to provide new administrators the opportunity to clear their preliminary administrative credential through a job-embedded induction experience. The program was developed in response to the state's change in how administrators clear their credentials.

Upon acceptance into the two-year induction program, preliminary administrators are paired with a trained, veteran administrator who serves as their coach, in a process that is designed to be highly individualized and tailored to build on strengths and identify growth. Through on-site observations and one-on-one meetings, the coach and candidate develop and implement an Individual Learning Plan (ILP).

Additionally, these candidates will attend professional development classes and will collect evidence that demonstrates they have applied the California Professional Standards for Educational Leadership (CPELs) in their daily work.

Shasta County Office of Education in partnership with the ACSA serve new leaders in the longest running coaching-based Clear Administrative Services Credential program in the state. This work continues to be led by Dr. Kim McKenzie. Our organization's expertise and experience in leadership coaching and professional development make our program a respected California induction program. Support for new school leaders is critical to student

success. Research indicates new administrators, principals, co-principals, assistant principals, deans, and other site and district leaders, must have direct support grounded in the individual needs of the new leader and the context in which they work. Our program is designed to support and accelerate school leadership practice to positively impact student learning. Through targeted coaching and timely and ongoing professional development our program participants build capacity to develop positive and collaborative school cultures.

Clear Credential Candidates will benefit from the following program components:

- 40 hours individualized, on-site leadership coaching
- Highly trained, skilled, and successful Certified Leadership Coach
- 10 hours of foundational professional development plus an additional 10 hours of individualized professional development choice
- Cohort based collaboration and connectivity with new administrators throughout California
- Collaborative and supportive system for developing his/her induction plan and action steps. Currently, we have approximately 54 candidates enrolled in our induction program with 30 administrator coaches. We have two enrollment periods fall and winter for candidates to enroll in the program.

### PROFESSIONAL DEVELOPMENT

In May 2018, 25 content specialists, coaches, administrators and teachers from across Shasta County spent three days training with the CAST Institute on Universal Design Learning (UDL) strategies and supports. The training focused on helping coaches improve their coaching skills by providing them with strategies on how to

# SHASTA OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

take a learning stance and learn alongside teachers, focus on instructional core-planning, and working with teachers to refine lessons.

This past fall the Curriculum & Instruction Department hosted a variety of professional development opportunities. English language arts (ELA) curriculum trainings and grade-alike meetings have been presented to provide teachers support in implementing new ELA curriculum. Next Generation Science Standards (NGSS) has been offered for teachers in K-12th grade. Teachers learned about the standards and how to integrate them into their ELA and math curricula. Google Certification workshops for Level 1 and Level 2 were also

offered, and 40 educators participated. This was offered by EdTech and prepared individuals to pass the three-hour online certification examination.

### TRANSITIONAL KINDERGARTEN PROFESSIONAL LEARNING COMMUNITY

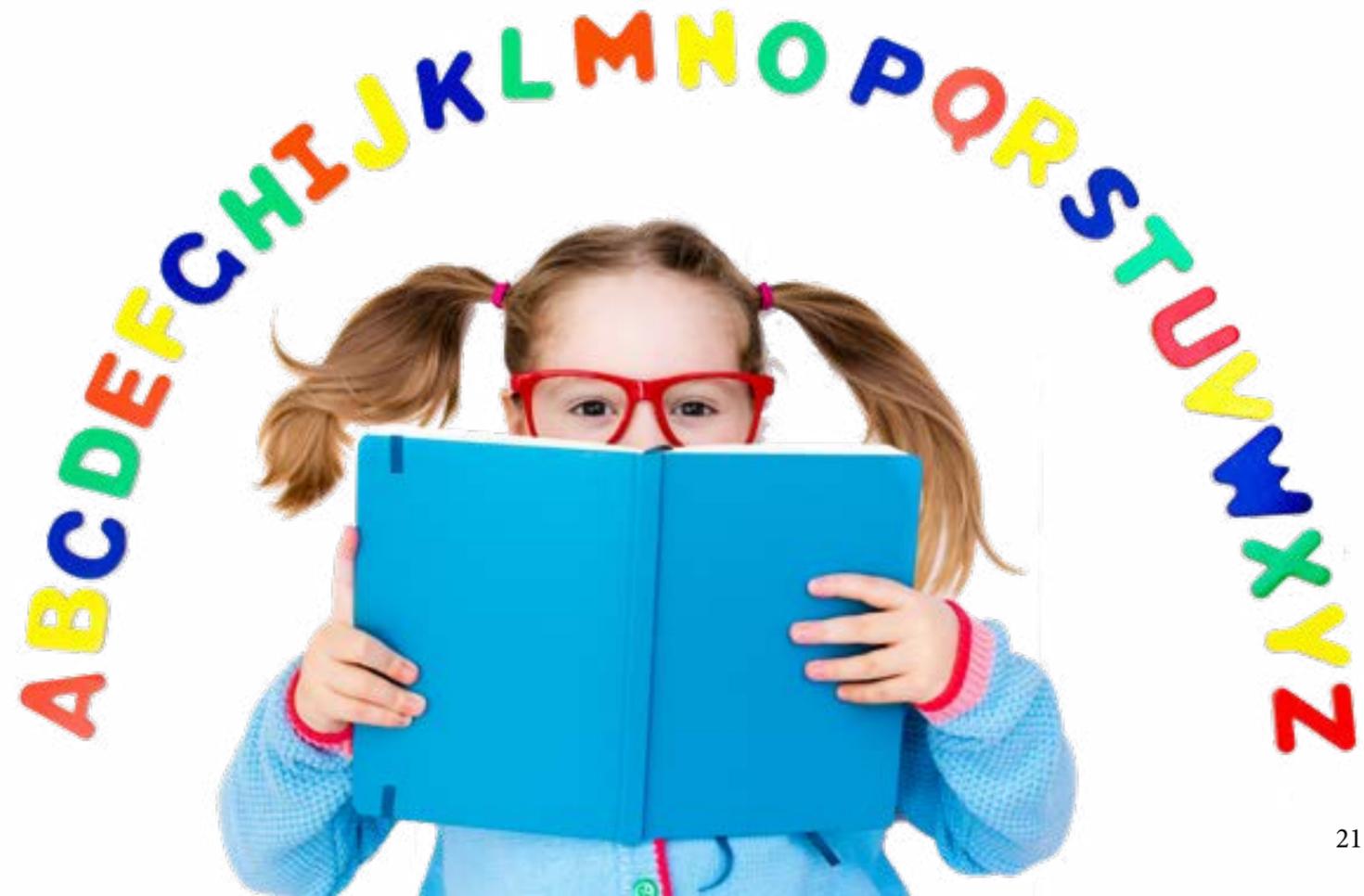
Through the generosity of Shasta County Office of Education, the Local Child Care Planning Council and First 5 Shasta, Transitional kindergarten teachers have been given vital resources to help them in their classrooms.

The opportunity to participate in a professional learning community (PLC) right here in Shasta County enable teachers

with classroom coaching and modeling of lessons, raining opportunities by Shasta College Early Childhood Instructors, and the ability to connect with colleagues from around the country.

Teachers who have transitional kindergarten students in their classrooms are welcome to participate in both classroom and coaching sessions and the PLC.

Contact Stephanie Alexander at [saalexander@shastacoe.org](mailto:saalexander@shastacoe.org) for more information.



## LEARNING WALKS

Deidra Hoffman, Senior Director of Administrator Support Services, is once again leading the Learning Walks throughout the county for Shasta County Administrators and Teachers. Learning Walks began as an opportunity for administrators to visit other local elementary and middle schools and observe classroom teaching and learning for the purpose of improving instructional leadership skills. They will focus on "best practices" in teaching and learning, including current instructional techniques, and providing feedback and coaching for their teachers.

In 2017-2018, they included teachers as team members along with site administrators. The participating administrators requested that their teachers also be provided with this valuable opportunity to observe "best practices" locally with the goal of improving teaching and learning through modeling a process that can be used at their own school sites.

Each year the Learning Walk series includes at least 5 local elementary school visitations and 5 local middle school visitations. The LW process consists of meeting at the designated host site at the beginning their school day. They start with

a 15 to 20-minute introduction to the school program and group discussion of the goals/ outcomes of that day's observations followed by 3 classroom visits of 20 minutes each. Finally, the LW wrap-up is completed with a 30-minute group discussion of our observations as well learning to practice the art of sharing feedback and coaching around effective teaching and learning. This year Mrs. Hoffman incorporated the use of a Google tool to collect observational data as a model for teams to review and share their school site data as they implement this process at their own school sites.

Over the past 3 years nearly 20 of our local schools have participated in at least one year of our Learning Walks; with several schools choosing to participate all 3 years. Learning Walks have proven to be an excellent professional learning and networking opportunity for Shasta County administrators and teacher leaders.

## REDDING STEM ACADEMY (R-STEM)

Redding STEM Academy is a K-8 public charter school sponsored by the Shasta County Office of Education. The primary emphasis of R-STEM is integrating science, technology, engineering, and

math (STEM) into each student's daily routine. The school is proud to utilize a nationally known STEM curriculum called "Project Lead the Way" and has a Maker-space for its students. The main mission of the school is to get students excited and prepared to pursue STEM classes in high school and college and to give them the confidence that they can succeed in a STEM career.

A second unique feature of R-STEM is its focus on blended learning. Utilizing technology, students are able to access individualized curriculum in science, engineering, math, and reading. This allows students to grow at their own pace. The school recognizes the importance of teaching the whole child, so the children are also exposed to the arts, drama, physical education, character building, and a multitude of field trips as part of the learning experience. The ultimate goal of the school is to help train confident, lifelong learners who are productive and caring members of their community. Please contact the school at (530) 275-5480 to set up a tour.

## SHASTA COUNTY INDEPENDENT STUDY CHARTER SCHOOL

Shasta County Independent Study Charter School (SCISC) is a learning community that fosters personalized learning to assist students in obtaining their High School diploma and develop readiness for both college and career. As a charter school, we have greater flexibility to develop a personalized learning environment for our students, while adhering to criteria set forth by the California Department of Education. SCISC combines individualized learning plans with self-awareness and leadership development.

Students have the opportunity to:

- Learn at home outside the comprehensive school environment.
- Complete courses in CORE and elective subjects.

- Receive curriculum counseling.
- Referral counseling to community agencies as needed.
- Concurrently enroll in Shasta College for an introduction to higher learning and a higher rate of Credit Recovery.
- Enroll in Career Technical Education classes at the Shasta Trinity Regional Occupation Program.
- Careers in Health Care CTE Pathway

## CHRYSALIS CHARTER SCHOOL

This is a K-8 public charter school sponsored by the Shasta County Office of Education with a mission "to encourage the light within each student to shine brighter." Special emphasis is placed on teaching for understanding; science and nature study; and nurturing a kind, close community with lots of parent involvement. Chrysalis creates abundant learn-

ing opportunities through student-centered, experiential activities. Most classes are small to allow responsiveness to teachable moments. Discussions and small group work are frequent. Students are placed in core subject classes by ability level so they can experience understanding.

Contact: (530) 547-9726  
[www.chrysalischarterschool.com](http://www.chrysalischarterschool.com)

## CHARTER SCHOOL OVERSIGHT

One of the responsibilities of the Administrator Support Services Division is to provide support and oversight for R-STEM Charter School and Chrysalis Charter School. This partnership with the Charter School Directors and the Administrator Support Services Department has proved to be invaluable for both parties as we are

learning the needs of charter schools and understanding how to support them.

## CHARTER SCHOOL AND SUPPORT PARTNERSHIPS

The Administrator Support Services Department supports three dependent charters and six independent charter schools that belong to the Co-Op. In addition, charters partner with the county office to provide their staff with quality professional learning opportunities.

## SELPA

(Special Education Local Planning Area)

The Shasta County SELPA office provides training, dispute resolution, and policy development for all programs and fiscal aspects of special education for the 32 school districts in Shasta County. The Shasta County Office of Education and three charter schools are Local Education Agencies (LEA) for special education purposes.

The Governing Board of each LEA in Shasta County is a signatory to the Shasta County Local Plan that defines the governance of the SELPA.

The SELPA office is the primary contact for the California Department of Education Division's work in monitoring and supporting LEA special education programs.

The SELPA also supports the Community Advisory Committee, which is comprised

of parents of children with disabilities enrolled in local schools, as well as other parents and professionals interested in special education.

Contact: (530) 225-0100



# SHASTA COUNTY REACHING HIGHER



REACH HIGHER Shasta is a local initiative that works to create clear pathways from our children's first day in the cradle to their first day on the job. We ensure they are ready for kindergarten, motivated and supported through elementary, middle and high school, and assisted in the transition to career training or college. Along the way we connect them to caring adults and generous business partners who serve as mentors, guides and coaches. We collect data that measures what's working and what needs to change. We believe every student deserves every option. And we know that their success will change the future of our community. The mission is: "Working together as a community to provide all students with all options for education and training after high school to pursue a successful, fulfilling career."

At the Shasta County Office of Education, we truly believe that bringing all schools and districts from across Shasta County together around a single focus helps us to improve outcomes for students collectively. Because of this opportunity to support all through this work, we have heavily invested our staff in the work of the Reach Higher Shasta Initiatives.

## EARLY CHILDHOOD COMMITTEE

A significant focus of the committee this year was to update and improve the "Next Stop Kindergarten" guide. The guide has been available for a few years and is used to inform parents of eligibility age and education options, how to enroll, as well as tips for helping their child build valuable literacy, numeracy, social-emotional, and physical skills before kindergarten. Feedback from parents and providers suggested simplifying the language and length of the guide in order to make it more useful. The updated guide is now available upon request.

<http://first5shasta.org/next-stop-kindergarten/28159>

The committee is developing materials to help inform families of the typical developmental levels of children 0-5 and how to support their child's growth through each stage. The developmental cards will include a variety of fun and engaging activities families can do with their child to help keep them "on-track" for kindergarten. Committee member and Shasta College Early Childhood Education faculty Lorraine Haas, included research of this project as part of the coursework for the Child Development and Family, Child and Community classes this semester. The student's have completed their research and will present their findings to the committee the first week of May.

The committee has also collected transitional information from a variety of early childhood and kindergarten teachers to assist with the development of a "Universal Transition Packet". The packet will guide parents and providers to collect and provide important information to the TK/K Teacher, helping to help insure each child has a successful transition.

## K-8 LITERACY GRANT

SCOE's Instructional Services Department is a recipient of Bill & Melinda Gates Foundation funding for the REACH HIGHER Shasta K-8 Literacy Grant.

85 kindergarten through eighth grade teachers from 19 Shasta County districts and two charter schools are participating in the grant. The teachers are divided into three grade-span groups: K-2nd, 3rd-5th, and 6th-8th. K-2nd teachers will focus on foundational reading skills, and 3rd-8th teachers focused on teaching literacy across the content areas.

Through our connection with the Bill and Melinda Gates Foundation, we have also

been given the opportunity to work with the Carnegie Foundation to create a Networked Improvement Community (NIC). A NIC is a scientific learning community that is distinguished by four essential characteristics: 1) focused on a specific aim, 2) guided by deep understanding of the problem and a theory of improvement, 3) disciplined by the rigor of improvement science, and 4) coordinated to accelerate the development, testing and refinements of interventions, and their effective integration into varied educational contexts.

Our NIC aim is to improve first grade reading outcomes for the students of Shasta County. Twenty-one first grade teachers from the Literacy Grant participate in the NIC. Carnegie staff has trained us in Improvement Science and continues to guide us through this process. This opportunity has come our way because of the very unique network we have in place with REACH HIGHER Shasta. We are very excited that this grant provides us the opportunity for us to collectively make a difference in terms of literacy outcomes for years to come.

## LITERACY INITIATIVE

The aim of the REACH HIGHER Literacy Initiative is "All 3rd Grade Students in Shasta County reading at grade level by the end of 3rd grade as measured by the CAASPP ELA Standard Met or Exceeded." The committee, in joint collaboration with the REACH HIGHER Shasta Early Literacy Partnership committee, has identified six main drivers to focus the work of the committee to work toward achieving the aim. The drivers are: Partner Better Together; Maximize opportunities; Empower Families; Identify, Coordinate, Improve Known 3rd grade Literacy Actions in the Community; Drive Improvement Through Data and Communicate a Common County-Wide Focus. A driver diagram has been created that maps the primary and secondary drivers of systems and potential actions discussed throughout the year.

# SHASTA COUNTY REACHING HIGHER

"Did you know reading 10 minutes a day makes a lifetime of difference?" In a specific effort of the drivers to Partner Better Together, Maximize Opportunities, Empower Families and Identify Coordinate, Improve Known 3rd Grade Literacy Actions in the Community, the committee has created a Summer Reading Programs flyer directing families to a collection of resources to promote reading throughout the summer with access to programs and books. Resources are available: [www.reachhighershasta.com](http://www.reachhighershasta.com) or <http://reddingschools.net/summer-reading-programs/>

## COUNSELING INITIATIVE

The purpose of the REACH HIGHER Shasta Counseling Initiative, it is to develop a systematic approach to high school counseling across the county so that no matter which high school a student attends, the student and the student's family would receive the same academic (study skills), college/career, and social/emotional information and support in grades 9-12 across all of the participating schools and districts. Secondly, the students will graduate with postsecondary plans in place whether that be a trade school, community, college, university, or military enlistment.

Kate Mahar, who works for Shasta College and North State Together, also wrote a CA College Promise Innovation Grant which was funded to help students enter Shasta College ready and complete programs within two years. Through this grant, the entire 10 days of training with Dr. Trish Hatch and Danielle Duarte is being funded. In learning about work Dr. Hatch has led across the country, there was strong agreement that bringing her in to lead this training series would help us learn from other places who are doing this work across California as well as in other states. Redding and Gateway School Districts have involved their counselors in the trainings this year and all K-8 districts have been encouraged to think about how they could be involved in the trainings in 2018-19.

Through the financial investment by the four districts with high schools, along with our Shasta County Independent Charter School, Becky Love has worked this year in a full release capacity as the Counseling Coordinator. Each high school has identified a counselor co-leads who works closely with Becky to take the trainings by Hatch and Duarte and begin implementing what is learned. The largest piece of work in development this year are the 4 common lessons within each grade level (9-12) that every student will have no matter what school they attend.

One of the significant focus areas this year was to increase the percentage of students who complete the Free Application for Federal Student Aid (FAFSA). Every district with high school students purchased Aeries Analytics which provides a way to view results of students across a variety of measures. Becky Love has taken the lead to have the FAFSA completers data imported weekly from California Student Aid Commission, created a FAFSA public service announcement, and held a county-wide competition. Here are the results of those efforts:

FAFSA Completion by March 2nd:  
March 2, 2016 = 38%  
March 2, 2017 = 38%  
March 2, 2018 = 67.7%

## HIGH SCHOOL COMMITTEE

As part of each meeting, updates are provided on the work of the REACH HIGHER Shasta Counseling Initiative and updates from the state regarding the College Career Indicator that is part of the State Accountability System.

Committee members, representing every district and every high school, continue to focus their work in the area of Improvement Science, with each district discussing action steps they are using to increase the completion of Career Technical Education (CTE) Pathways and/or college entrance required courses (A-G) results. Brien McCall, one of

our Improvement Science Coaches is leading this focused effort. Becky Love has been instructional in this process as well, helping school sites clean up their data so that they are accurately inputting the information. Here is the initial data showing the impact of both these efforts in relation to A-G completion:

A-G Completion Countywide:  
Spring 2015 = 27.8%  
Spring 2016 = 30.8%  
Spring 2017 = 41.8%

National Clearinghouse Student Tracker Data has now been received from every district and can provide a uniform way to discuss countywide data in areas where data from the state has been lacking. In coordination with North State Together, we have been able to see the impact of students who complete A-G as they matriculate to Shasta College so that counselors, students, and families can be made aware of the value of this rigorous course of study even if students plan to start at Shasta College.

Significant time and effort was also made in the application for the Bill and Melinda Gates Foundation Secondary Improvement Network grant. Although funding did not come through for the grant, we know how critical this work is moving forward. Moving into next school year, the High School Committee will be expanding to a Secondary Committee and we will encourage middle school administrators and small K-8 district superintendents to join in the discussions as we work to create stronger support systems for students as they transition between 8th and 9th grades.

# SHASTA COUNTY REACHING HIGHER *continued*

## THE SHASTA PROMISE

Every Student, Every Option Every student in Shasta County will graduate prepared to either enter the workforce directly or continue their formal education beyond high school. For those students interested in pursuing a college degree, The Shasta Promise guarantees admission into one of the six partner universities or community colleges located near Shasta County. Students who complete minimum college preparatory or community college requirements are guaranteed admission to all of the institutions of higher education listed below:

- Chico State University
- College of the Siskiyous
- National University
- Shasta College
- Simpson University
- Southern Oregon University

The expressed goal of The Shasta Promise is to guarantee enrollment to every student allowing them to earn career technical certificates, transfer to a four-year college or university, and/or have the ability to achieve an advanced degree. The Shasta Promise began April 11, 2013. Some examples of benefits for Shasta County students range from in-state tuition to Southern Oregon University, priority admission to Chico, Simpson, and National Universities and direct access to full-time classes and transfer guarantees at our community colleges. Each of the institutions provide significant programs and support to their students. Taken together, these efforts comprise The Shasta Promise.

To view The Shasta Promise, please go to [www.reachhighershasta.com](http://www.reachhighershasta.com) and click on the Parents/Students tab.

## CAREER CONNECTIONS COMMITTEE

Shasta County students need the career direction and inspiration that local businesses and their employees can provide. REACH HIGHER Shasta Career Connections makes a business's investment meaningful and easy - and establishes boundaries that respect their time and allow for their employees to give back while remaining productive. From speaking in a classroom to mentoring students to taking on a hardworking intern, businesses will find something that works for them, making a lasting difference for members of our future workforce.

The Reach Higher Shasta Career Connections Initiative gets business partners to join our volunteer database for guest presentations, field trip opportunities, job shadowing, mock interviews and internships. Schools are then able to make requests through the online portal. The Career Connections application makes the match and helps connect the volunteer with the school. For more info, visit <http://www.reachhighershasta.com>

At this point, 170 volunteers and 105 businesses have signed up to be a part of this experience. Students have been placed in internships through the website. Increased marketing is underway to ensure that teachers, parents, and students know about the opportunities that are available.



# 2018-19 CLASSIFIED EMPLOYEES OF THE YEAR



PARA-EDUCATOR, INSTRUCTIONAL ASSISTANCE  
**Kathy Zeh**  
*Enterprise Elementary School District*



TRANSPORTATION  
**Debbie Stewart**  
*Shasta County Office of Education*



MAINTENANCE, OPERATIONS, FACILITIES  
**Lance Stone**  
*Enterprise Elementary School District*



OFFICE, TECHNICAL SUPPORT  
**Bob Good**  
*Shasta County Office of Education*



CHILD NUTRITION  
**Jennifer Flynn**  
*Shasta Union High School District*



SUPPORT SERVICES, SECURITY  
**Evie Parker**  
*Shasta County Office of Education*

# 2019 TEACHERS OF THE YEAR



ELEMENTARY SCHOOL  
**Annette Gaddy**  
*Millville Elementary School*



MIDDLE SCHOOL  
**Paul Burbank**  
*Millville Elementary School*



HIGH SCHOOL  
**Brian Grigsby**  
*Shasta High School, Shasta Union High School District*

# SHASTA COUNTY OFFICE OF EDUCATION

## PROGRAMS AND SERVICES *continued*

### ADMINISTRATIVE SERVICES DIVISION

#### BUSINESS SERVICES

The Shasta County Office of Education provides fiscal oversight for all Shasta County school districts. In addition, contracted services are provided to assist districts and charter schools with budgeting, payroll processing, general accounting, and collection of school developer fees.

Contact: (530) 225-0235

#### FACILITIES, MAINTENANCE AND OPERATIONS

The Facilities, Maintenance and Operations Department manages the facilities used by the Shasta County Office of Education, to provide clean and safe classrooms, offices, and training facilities. The department also assists with Williams Settlement visits to district schools

Contact: (530) 225-0274

#### INFORMATION TECHNOLOGY

The Information Technology Department provides network support; high-speed internet service with content filtering; PC configuration, repair and support; video conferencing; WAN and LAN design and management; and support for both ES-CAPE applications

Contact: (530) 229-8585



#### HUMAN RESOURCE SERVICES

Pre-employment testing, recruitment and selection, labor and employee relations, workers' compensation, substitute services, certification and credentialing services, and consultation on human resource issues are services provided by this department

Contact: (530) 225-0280

#### CALPERS

Counseling is offered to all classified employees regarding retirement.

Contact: 1 (888) 225-7377 for questions only or email: [shastacounty@calpers.ca.gov](mailto:shastacounty@calpers.ca.gov) for appointment only.



#### CALSTRS

Counseling in retirement planning, application completion, benefits, and options is offered to administrators and certificated employees from nine Northern California counties

For Appt: 1(800) 228-5453 ext. 3  
Other questions: 1(800) 228-5453

#### TRANSPORTATION

The Transportation Department provides pupil transportation services through contracts to Anderson Union High School District and Chrysalis Charter School. Transportation is also provided to Special Education students in districts who request this service.

The Transportation Department has a full-service vehicle maintenance department providing service and repairs to school buses and district fleet vehicles.

The facility is located at:  
3169 South Market St.  
Redding CA 96001  
Contact: (530) 225-0340



THROUGH THESE GRANTS AND PROGRAMS, WE ARE ABLE TO OFFER MORE SERVICES TO STUDENTS AND TEACHERS IN SHASTA COUNTY THAT BENEFIT OUR COMMUNITY.

#### K-8 LITERACY GRANT

During the first year, K-2nd teachers will focus on foundational reading skills and teachers will focus on teaching reading in the content areas.

Contact: (530) 225-0242

#### SAFE SCHOOLS

Shasta County Office of Education, in fall of each school year, hosts a Safe Schools Culture Summit providing new legislation and best practices for maintaining safe learning environments.

Contact: (530) 225-5390

#### REACH HIGHER SHASTA COUNSELING INITIATIVE

Designed to support counseling work with high school administrators and create a systematic approach of counseling across the county.

Contact: (530) 225-0251

#### MCKINNEY-VENTO HOMELESS EDUCATION ACT

Ensures educational rights and protections for students experiencing homelessness or unaccompanied situations.

Contact: (530) 225-5390

#### NORTH STATE STEM

The mission of North State STEM is to be the catalyst for STEM education by coordinating quality experiential programs and fostering private and public partnerships to build college and career readiness.

Contact: (530) 225-0242

#### TIER II ADMINISTRATIVE CREDENTIAL PROGRAM

Provides individualized coaching, support, and professional development for Tier II, Clear Administrative Services Credential candidates.

Contact: (530) 245-7833

#### TIER I ADMINISTRATIVE CREDENTIAL PROGRAM

Provides a comprehensive and coordinated program for individuals seeking a Preliminary Administrative Services Credential.

Contact: (530) 245-7833

#### PROJECT SHARE

Professional development, monitoring, coordination, and leadership for after-school programs.

Contact: (530) 245-7830





# FINGERTIP FACTS IN EDUCATION FOR SHASTA COUNTY

## MISSION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

The Shasta County Office of Education provides a wide range of services to the 25 school districts and many other public schools within Shasta County. This includes assistance in the areas of business services, data processing, personnel, administration, psychological, nursing and community health, curriculum, instruction, information technology, and many others.

School districts in Shasta County operate autonomously with their own elected governing boards and appointed Superintendent.

The Shasta County Office of Education is a service organization and an intermediate unit between local school districts and the California State Department of Education. Programs are offered for at-risk youth, early childhood, special education, and after-school. Science facilities include the Schreder Planetarium and Whiskeytown Environmental School.

For more information about these programs, please visit our website at [www.shastacoe.org](http://www.shastacoe.org). The general information line for our main administration office is (530) 225-0200.

Judy Flores  
Shasta County Superintendent of Schools  
1644 Magnolia Ave.  
Redding, CA 96001

The following figures are from 2016-17:

Number of Public Schools	
Elementary	39
Middle School/Junior High	9
High School	8
Charter	14
Continuation High	5
Regional Occupation Programs	1
<b>Total</b>	<b>76</b>

Number of School Districts	
Unified	2
Elementary	21
High School	2
<b>Total</b>	<b>25</b>

The following figures are from 2015-16:

Number of Students in Public Schools	
Kindergarten-Grade 3	8,025
Grades 4-6	5,759
Grades 7-8	3,997
Grades 9-12	8,534
<b>Total</b>	<b>26,315</b>

Institutions of Higher Learning	
Community Colleges	1
Private Colleges	4
Satellite University Campus	1

Private School Enrollments (with 6 or more students)	
Number of Private Schools	23
Number of Students Enrolled	1,624

Ethnic Distribution of Students (Excludes College and Private Schools)	
African American, not Hispanic (1.5%)	402
American Indian or Alaska Native (4.3%)	1,124
Asian (3.3%)	868
Filipino (0.4%)	94
Hispanic or Latino (14.7%)	3,865
Pacific Islander (0.3%)	76
White, not Hispanic (69.1%)	18,199
No Response (1.1%)	291
Two or more races, Not Hispanic (5.3%)	1,396
<b>Total</b>	<b>26,315</b>

Certificated Staff Data– Not Available at this time (Excludes College and Private Schools)	
Number of Certificated Staff	N/A
Female (%)	N/A
Male (%)	N/A
Full-Time Teachers	N/A
Full-Time Administrators	N/A
Full-Time Student support staff	N/A
Average years of experience	N/A

Classified Staff Data	
Full-Time	1,353
Part-Time-no longer reported	N/A

Average LCFF Revenues (Per Unit of Average Daily Attendance)	
Elementary School District	\$8,527
High School District	\$9,183
Unified School District	\$9,940

Average Revenue Sources (Per Unit of Average Daily Attendance, K-12)	
LCFF Revenue (72.8%)	\$8,919
Federal Income (6.1%)	\$742
State Sources (11%)	\$1,352
Local Sources (9.7%)	\$1,183
All Other Sources (.4%)	\$50
<b>Total</b>	<b>\$12,246</b>

Current Average Cost of Education (Per Unit of Average Daily Attendance)	
Elementary School District	\$11,141
High School District	\$12,293
Unified School District	\$13,373

Students Served by Shasta County Office of Education Programs	
Whiskeytown Environmental School (WES)	
Grades 5-6 plus Counselors Week-Long Program	2,106
K-Grade 4 Day Field Trip	2,301
Schools Participating (Grades 5-6)	49
Schools Participating (Grades K-4)	33
Schreder Planetarium	
Attendees (ages 2-55+)	3,151
Number of Groups Participating	57
Early Childhood Services	
Full-Day Preschool	50
Part-Day Preschool	704
School-Age	0
Special Education (Ages 0-22)	71
Court and Community Schools	216
Independent Study	192
Project SHARE (after school program)	3,010

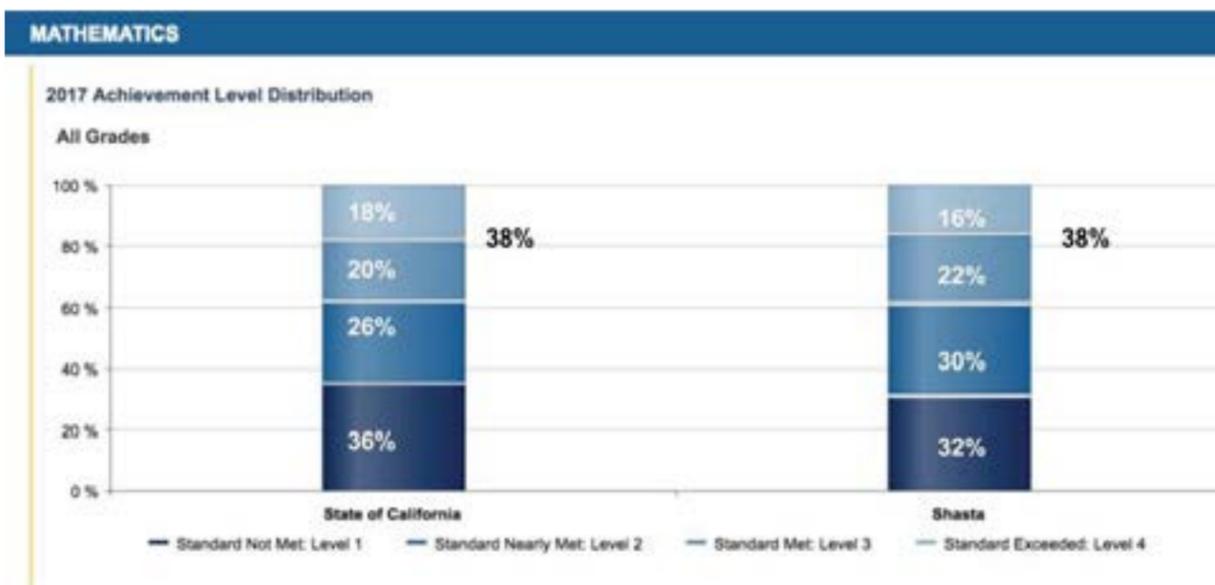
Fingertip Facts data is from:  
California Basic Educational Data System  
California State Department of Education's  
Local Assistance Bureau  
Shasta County Office of Education's  
Business Services Division



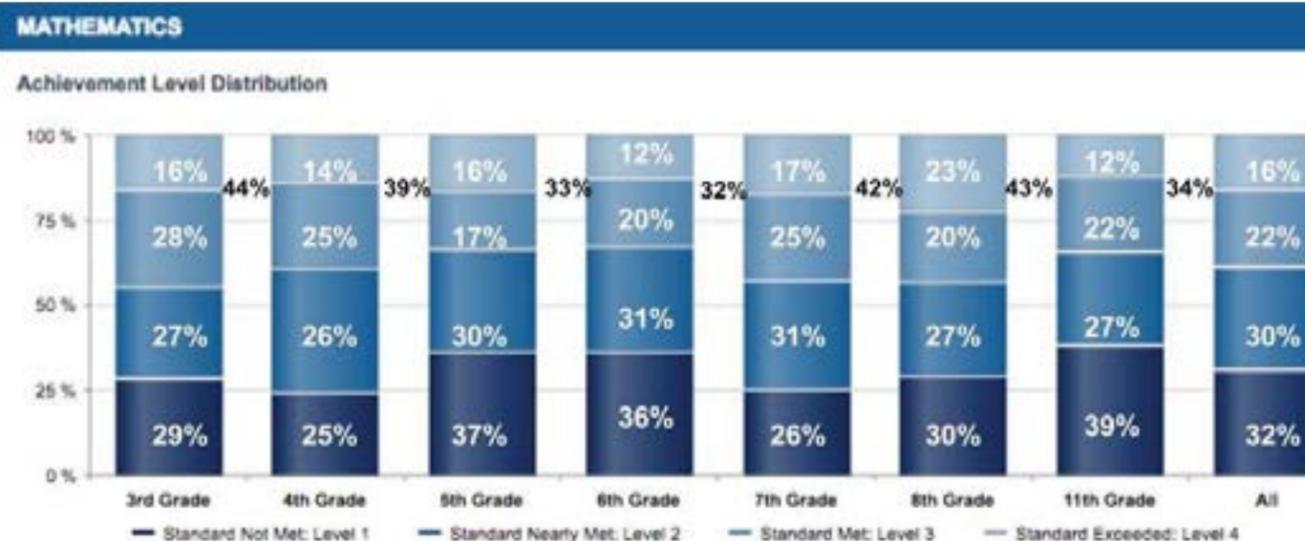
# CELEBRATING SHASTA COUNTY'S ACADEMIC SUCCESS

## CAASPP–SMARTER BALANCED ASSESSMENTS 2017 MATH TEST RESULTS

### All Grades Math

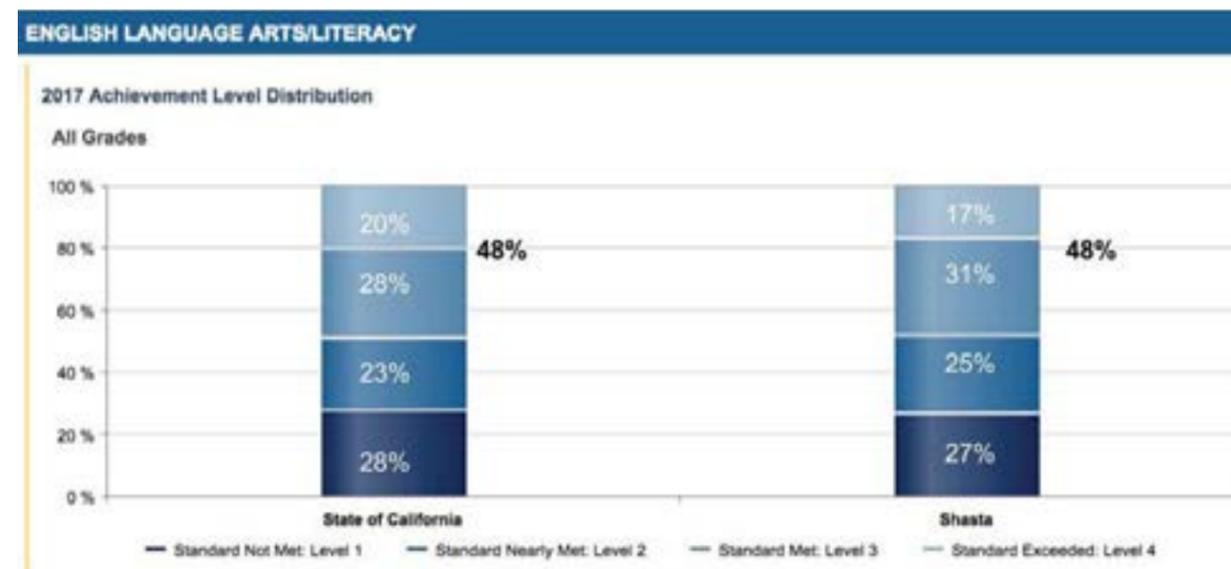


### Shasta County Results - Math



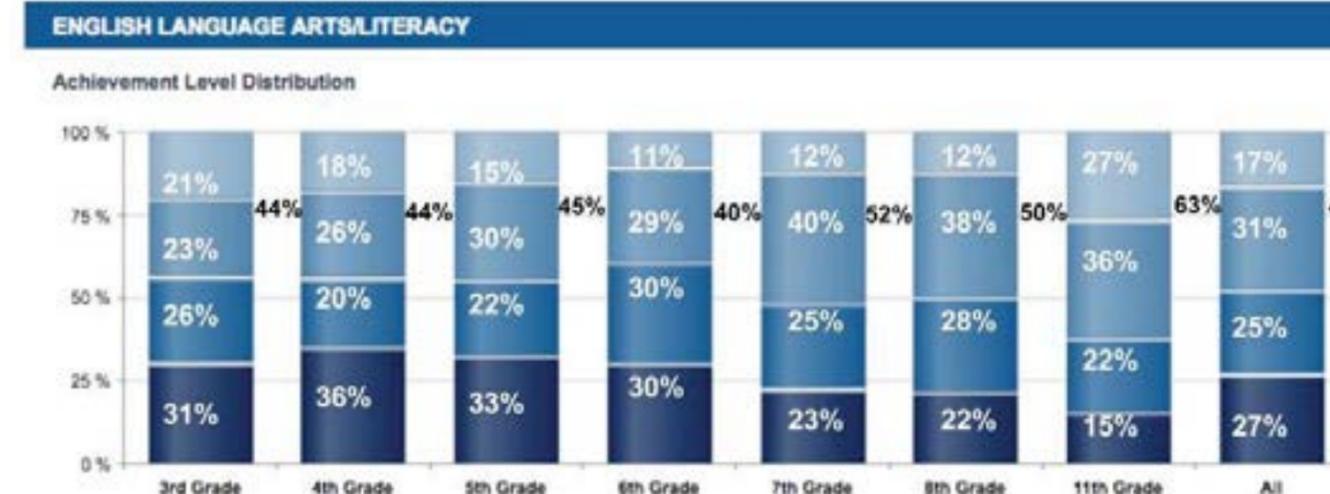
## CAASPP–SMARTER BALANCED ASSESSMENTS 2017 ELA TEST RESULTS

### All Grades ELA



### Shasta County Results - ELA

#### Smarter Balanced Results (2017)



# Shasta County

## Family & Child Data

The 2017 California Child Care Portfolio, the 11th edition of a biennial report, presents a unique portrait of child care supply, demand, and cost statewide and county by county, as well as data regarding employment, poverty, and family budgets. The child care data in this report was gathered with the assistance of local child care resource and referral programs (R&Rs). R&Rs work daily to help parents find child care that best suits their family and economic needs. They also work to build and support the delivery of high quality child care services in diverse settings throughout the state. To access the full report summary and county pages, go to our website at [www.rrnetwork.org](http://www.rrnetwork.org).

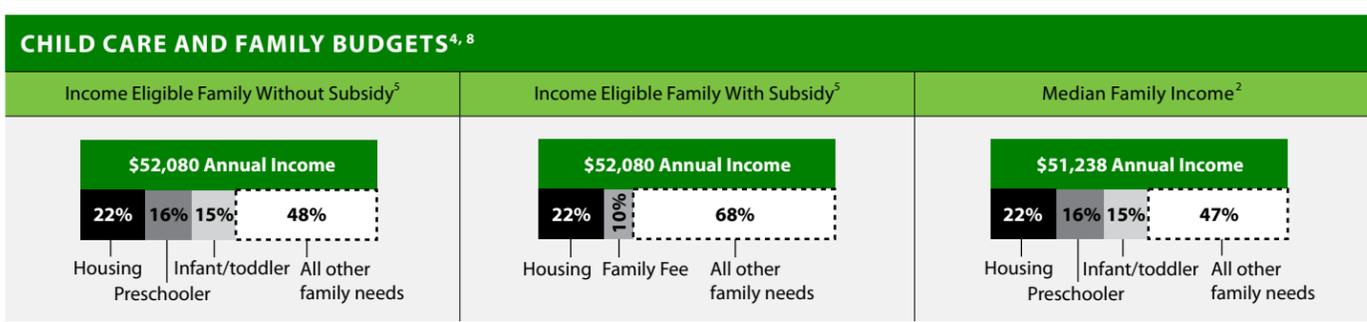
PEOPLE <sup>1</sup>	COUNTY			STATE		
	2014	2016	CHANGE	2014	2016	CHANGE
Total number of residents	179,305	178,208	-1%	38,548,204	39,354,432	2%
Number of children 0-12	27,066	26,616	-2%	6,533,125	6,631,621	1%
Under 2 years	4,143	4,028	-3%	1,002,081	982,688	-2%
2 years	2,048	2,012	-2%	498,124	498,782	0%
3 years	2,073	1,980	-5%	503,950	503,064	0%
4 years	2,034	1,911	-6%	497,010	503,461	1%
5 years	2,009	2,032	1%	496,168	518,282	4%
6-10 years	10,438	10,410	0%	2,541,962	2,596,934	2%
11-12 years	4,321	4,243	-2%	993,178	1,028,410	3%

LABOR FORCE <sup>2</sup>	COUNTY			STATE		
	2014	2016	CHANGE	2014	2016	CHANGE
Children 0-12 in single-parent family, parent in labor force	5,684	6,866	17.2%	1,733,794	1,730,412	-0.2%
Children 0-12 in two-parent family, parents in labor force	11,318	7,282	-55.4%	2,427,771	2,496,144	2.7%

POVERTY <sup>2</sup>	COUNTY			STATE		
	2014	2016	CHANGE	2014	2016	CHANGE
Number of people living in poverty	24,419	30,786	21%	6,259,098	5,525,524	-13%
Children 0-5 living in poverty	1,675	3,916	57%	690,825	608,247	-14%
Children in subsidized care <sup>3</sup>	1,734	1,757	1%	301,973	315,100	4%

**PEOPLE IN POVERTY IN 2016<sup>2</sup>**

COUNTY	STATE
26%	20%



# Shasta County

## Child Care Supply Data

### AGE/TYPE

CHILD CARE SUPPLY <sup>6</sup>	LICENSED CHILD CARE CENTERS			LICENSED FAMILY CHILD CARE HOMES			CHILD CARE REQUESTS <sup>7</sup>	
	2014	2017	CHANGE	2014	2017	CHANGE		
Total number of slots	2,921	3,539	21%	1,462	1,371	-6%	Under 2 years	20%
Under 2 years	219	305	39%				2-5 years	49%
2-5 years	2,394	2,758	15%				6 years and older	31%
6 years and older	308	476	55%					
Total number of sites	67	83	24%	134	121	-10%		

**35%\*** Children 0-12 with parents in the labor force for whom a licensed child care slot is available

**53%** Child care centers with one or more federal/state/local contracts

\*This estimate is based on 4,910 licensed slots and does not include license-exempt programs.

### SCHEDULE AND COST

CHILD CARE SUPPLY	LICENSED CHILD CARE CENTERS	LICENSED FAMILY CHILD CARE HOMES	CHILD CARE REQUESTS	
			AGES	FULL-TIME
Full-time and part-time slots	53%	85%	Under 2 years	86%
Only full-time slots	16%	13%	2 years	97%
Only part-time slots	31%	1%	3 years	87%
Sites offering evening, weekend or overnight care	0%	41%	4 years	86%
Full-time infant care <sup>8</sup>	\$11,901	\$7,744	5 years	95%
Full-time preschool care <sup>8</sup>	\$8,140	\$7,410		

MAJOR REASONS FAMILIES SEEK CHILD CARE <sup>9</sup>			
92%	Employment	5%	Parent in school or training
4%	Parent seeking employment		

REQUESTS FOR CARE DURING NON-TRADITIONAL HOURS	
Evening / weekend / overnight care	25%

### LANGUAGE

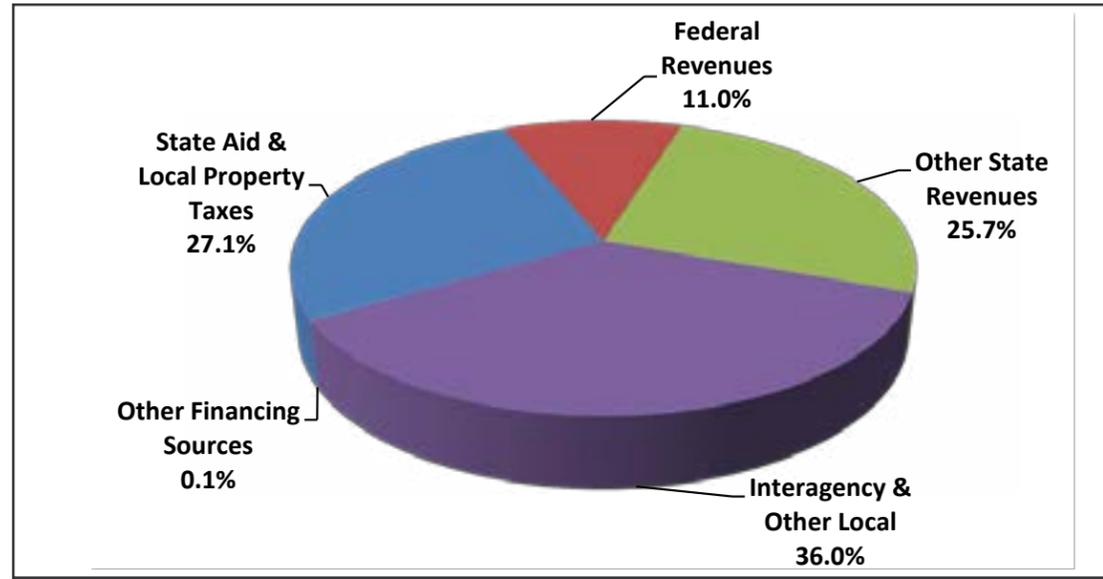
CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES <sup>9</sup>	LANGUAGES SPOKEN AT HOME	
English 100%, Spanish 16%, Sign Language 5%	English	91%
	Spanish	5%
FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES <sup>9</sup>	Asian/Pacific Island languages	2%
English 100%, Spanish 11%, Sign Language 5%	Another language	2%

1. CA Department of Finance Population Projections 2016
2. American Community Survey 2016 1-year and 2015 5-year estimates
3. CA Department of Education CDD 801-A October 2016, CA Department of Social Services CW115, October 2016
4. U.S. Housing and Urban Development rent for 2-bedroom 50th percentile
5. 70% of 2015 State Median Income for a family of three
6. Resource and referral (R&R) databases
7. R&R child care referrals April/May/June 2016
8. 2016 Regional Market Rate Survey, Network estimate
9. Percentages may exceed 100% when multiple options are chosen

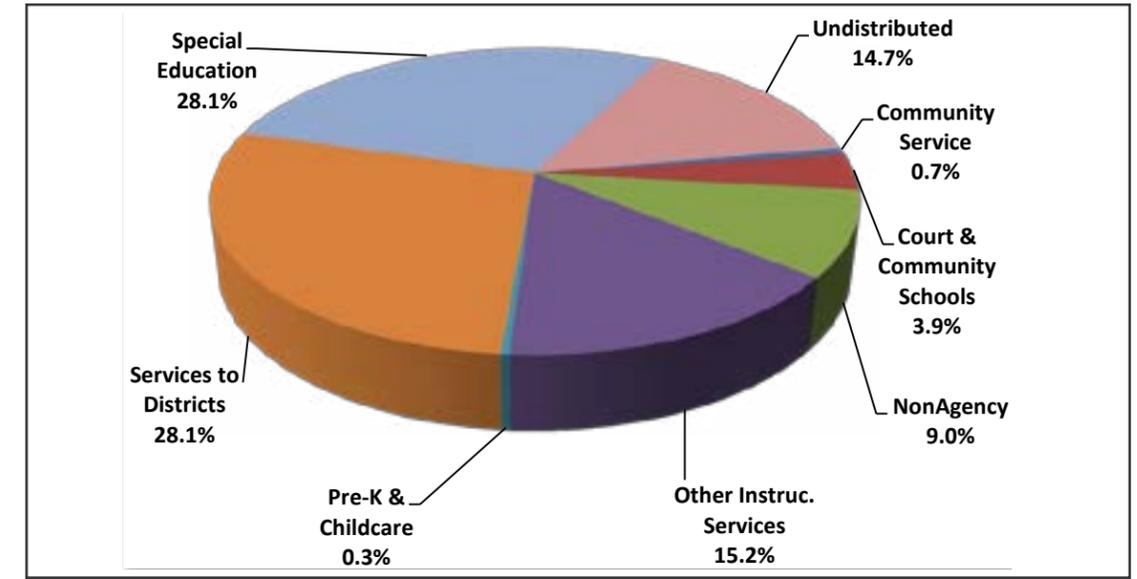
**For more information about child care in SHASTA COUNTY:**

**Early Childhood Services**  
**Shasta County Office of Education**  
**530-225-2999**  
**[www.shastacoe.org](http://www.shastacoe.org)**

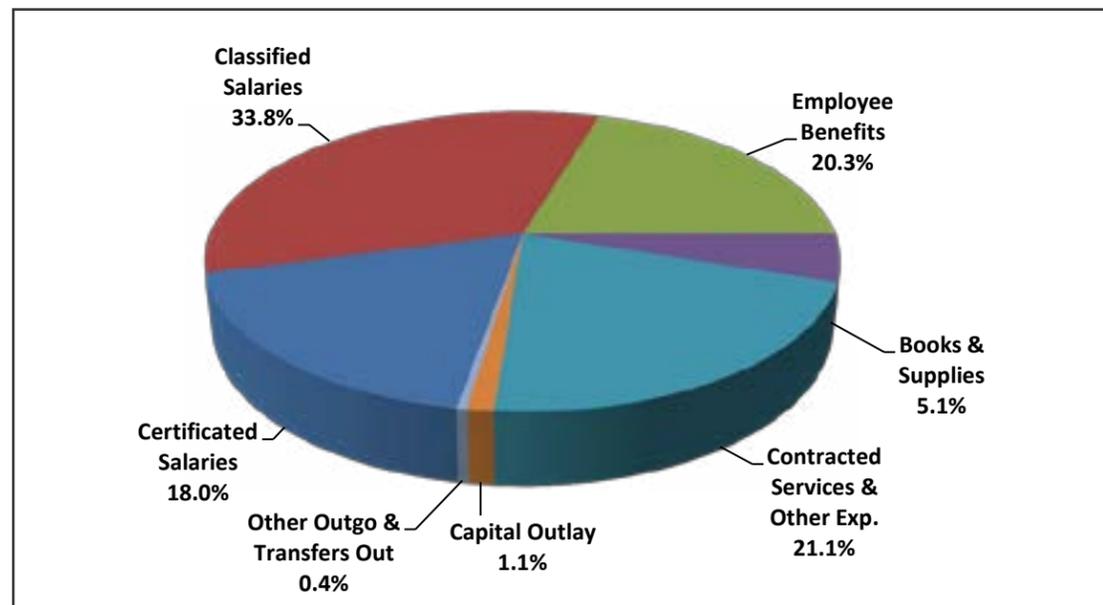
### ANALYSIS OF ACTUAL 2016-17 REVENUES SOURCES



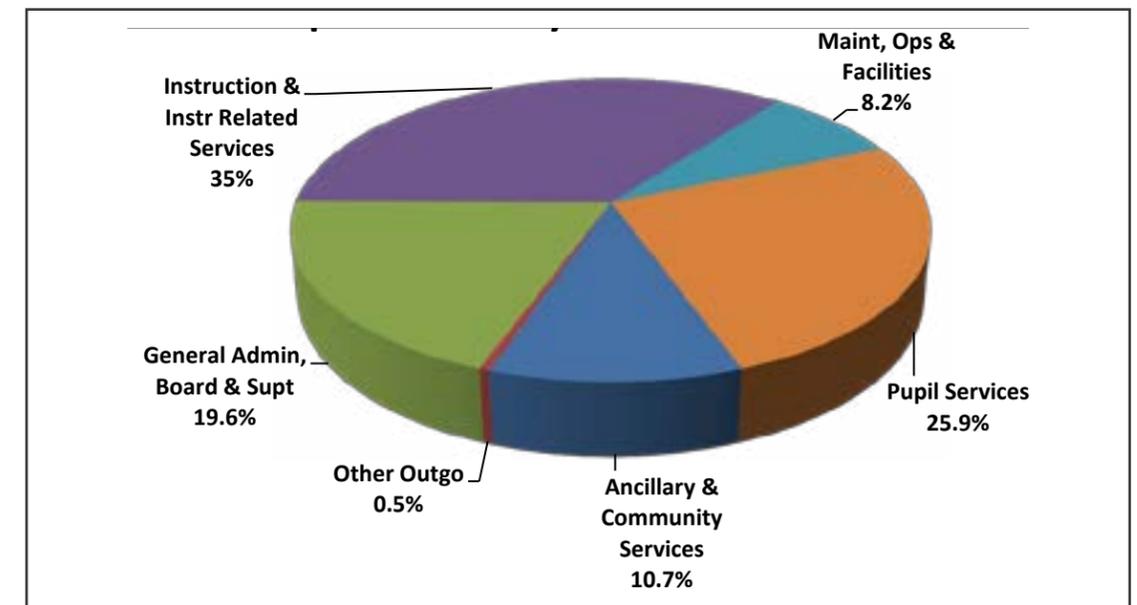
### ANALYSIS OF ACTUAL 2016-17 EXPENDITURES BY PROGRAM



### ANALYSIS OF ACTUAL 2016-17 EXPENDITURES BY OBJECT CATEGORY



### ANALYSIS OF ACTUAL 2016-17 EXPENDITURES BY FUNCTION



# SHASTA COUNTY PUBLIC SCHOOL AND DISTRICT INFORMATION

## SHASTA COUNTY SCHOOL DISTRICTS AND SUPERINTENDENTS

ANDERSON UNION HIGH  
Tim Azevedo  
378-0568  
[www.auhsd.net](http://www.auhsd.net)

BELLA VISTA ELEMENTARY  
Charlie Hoffman  
549-4415  
[www.bveagles.com](http://www.bveagles.com)

BLACK BUTTE UNION ELEMENTARY  
Don Aust  
474-3125  
[www.blackbutte.k12.or.us](http://www.blackbutte.k12.or.us)

CASCADE UNION  
ELEMENTARY  
Jason Provence  
378-7000  
[www.cuesd.com](http://www.cuesd.com)

CASTLE ROCK UNION  
ELEMENTARY  
Autumn Funk  
235-0101  
[www.castlerockschool.net](http://www.castlerockschool.net)

COLUMBIA ELEMENTARY  
Clay Ross  
223-1915  
[www.columbiasd.com](http://www.columbiasd.com)

COTTONWOOD UNION  
ELEMENTARY  
Doug Green  
347-3165  
[www.cwusd.com](http://www.cwusd.com)

ENTERPRISE ELEMENTARY  
Brian Winstead  
224-4100  
[www.enterprise.k12.ca.us](http://www.enterprise.k12.ca.us)

FALL RIVER JOINT UNIFIED  
Greg Hawkins  
335-4538  
[www.frjusd.org](http://www.frjusd.org)

FRENCH GULCH-WHISKEYTOWN  
ELEMENTARY  
Moira Casey, Ed.D.  
359-2151  
[www.shastacoe.org/shasta-county-schools/public-schools/french-gulch-whiskeytown](http://www.shastacoe.org/shasta-county-schools/public-schools/french-gulch-whiskeytown)

GATEWAY UNIFIED  
Jim Harrell  
245-7900  
[www.gateway-schools.org](http://www.gateway-schools.org)

GRANT ELEMENTARY  
Mike Freeman  
243-4952  
[www.grantschoolcougars.com](http://www.grantschoolcougars.com)

HAPPY VALLEY UNION ELEMENTARY  
Rich Gifford  
357-2134  
[www.hvesd.org](http://www.hvesd.org)

IGO-ONO-PLATINA UNION ELEMENTARY  
Rob Adams  
225-0011  
[www.igoschools.net](http://www.igoschools.net)

INDIAN SPRINGS ELEMENTARY  
Clark Redfield  
337-6219  
[www.indianspringsesd.org](http://www.indianspringsesd.org)

JUNCTION ELEMENTARY  
Rich Gifford  
547-3274  
[www.junctionesd.net](http://www.junctionesd.net)

MILLVILLE ELEMENTARY  
Mindy DeSantis  
547-4471  
[www.millvilleschool.net](http://www.millvilleschool.net)

MOUNTAIN UNION ELEMENTARY  
Clay Ross  
337-6214  
[www.mcs-shastacoe-ca.schoolloop.com](http://www.mcs-shastacoe-ca.schoolloop.com)

NORTH COW CREEK  
ELEMENTARY  
Kevin Kurtz  
549-4488  
[www.northcowcreek.org](http://www.northcowcreek.org)

OAK RUN ELEMENTARY  
Sue Cooper  
472-3241  
[www.oakrunschool.org](http://www.oakrunschool.org)

PACHECO UNION ELEMENTARY  
Katy Pearce  
224-4599  
[www.pacheco.k12.ca.us](http://www.pacheco.k12.ca.us)

REDDING ELEMENTARY  
Rob Adams  
225-0011  
[www.reddingschools.net](http://www.reddingschools.net)

SHASTA TRINITY ROP  
Charlie Hoffman  
246-3302  
[www.strop.org](http://www.strop.org)

SHASTA UNION ELEMENTARY  
Rob Adams  
225-0011  
[www.shastaunionschool.net](http://www.shastaunionschool.net)

SHASTA UNION HIGH  
Jim Cloney  
241-3261  
[www.suhsd.net](http://www.suhsd.net)

WHITMORE UNION  
ELEMENTARY  
Larry Robins  
472-3243  
[www.shastacoe.org/shasta-county-schools/public-schools/whitmore-union](http://www.shastacoe.org/shasta-county-schools/public-schools/whitmore-union)

CURRENT SCHOOL DISTRICT/SCHOOL  
CONTACT INFORMATION AVAILABLE ON  
SCOE WEBSITE AT WWW.SHASTACOE.ORG.  
SELECT SHASTA COUNTY SCHOOLS TAB

# SHASTA COUNTY PUBLIC SCHOOL AND DISTRICT INFORMATION

## SHASTA COUNTY CHARTER SCHOOLS

ANDERSON NEW TECHNOLOGY HIGH SCHOOL  
(GRADES 9-12)  
Sponsored by Anderson Union High School  
District

CHRYSLIS CHARTER SCHOOL (GRADES K-8)  
Sponsored by Shasta County Office of Education

COTTONWOOD CREEK CHARTER (GRADES K-8)  
Sponsored by Cottonwood Union School District

MONARCH CHARTER SCHOOL (GRADES K-8)  
Sponsored by Redding Elementary School District

NEW DAY ACADEMY – SHASTA (GRADES K-12)  
Sponsored by Whitmore Union Elementary  
School District

NORTHERN SUMMIT ACADEMY (GRADES K-12)  
Sponsored by Whitmore Union Elementary  
School District

PACE ACADEMY (GRADES K-9)  
Sponsored by Enterprise Elementary School  
District

PHOENIX CHARTER ACADEMY (GRADES K-12)  
Sponsored by Whitmore Union Elementary  
School District

REDDING COLLEGIATE ACADEMY (GRADES K-12)  
Sponsored by Redding Elementary School District

REDDING SCHOOL OF THE ARTS (GRADES K-12)  
Sponsored by Columbia Elementary School  
District

REDDING STEM ACADEMY (GRADES K-8)  
Sponsored by Shasta County Office of Education

ROCKY POINT CHARTER SCHOOL (GRADES K-8)  
Sponsored by Gateway Unified School District

SHASTA CHARTER ACADEMY (GRADES 9-12)  
Sponsored by Shasta Union High School District

SHASTA COUNTY INDEPENDENT STUDY  
CHARTER (GRADES 6-12)  
Sponsored by Shasta County Office of Education

STELLAR CHARTER SCHOOL (GRADES K-12)  
Sponsored by Redding Elementary School District

TREE OF LIFE INTERNATIONAL CHARTER  
(GRADES K-8)  
Sponsored by Cascade Union Elementary School  
District

UNIVERSITY PREPARATORY SCHOOL  
(GRADES 6-12)  
Sponsored by Shasta Union High School District

## SCOE CORE VALUES



Service to and  
Engagement of  
students, staff,  
school districts, and  
community partners.



Aspire to  
continuously  
improve



Trustworthy and  
consistent



Hospitality – friendly  
and generous service



Sense of humor



Attract, hire and  
retain the best  
employees

## SCOE MISSION

To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college.

## HOURS OF OPERATION SCHOOL YEAR

MONDAY - THURSDAY  
7:30 A.M. - 4:00 P.M.

FRIDAY  
7:30 A.M. - 12:00 P.M.

SUMMER  
MONDAY - THURSDAY  
7:30 A.M. - 4:00 P.M.

*This report was compiled by:  
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Shasta County Office of Education  
August 2018*