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 pleased to present our annual Report to the Community. This report provides a quick snapshot of the programs and services offered at SCOE, and it showcases the incredible work achieved every day to help students succeed in our schools throughout Shasta County.

Our mission at SCOE is: “To provide leadership and assistance to the districts and community partners in Shasta County to ensure all students have equal access to a quality education that prepares them to graduate from high school and obtain a high-skilled, high-wage career.” Whether it's accessing professional development opportunities from our Instructional Services Department, finding appropriate preschool and child care for the 0-5 population through our Early Childhood Services Department, providing direct services for at-risk students and students with special needs, or helping local school districts with financial management or technology access through our Administrative Services Department, SCOE serves as a vital hub of support to our local schools.

SCOE is committed to helping local school districts prepare teachers and students to meet the challenges of the 21st century through Common Core professional development and other trainings. Among our priorities are increasing student academic success, expanding access to quality preschools and after-school programs, providing access to world-class instruction in STEM (Science, Technology, Engineering and Mathematics) and increasing opportunities for students in Shasta County to succeed beyond high school either through attendance in a college, university, trade school, the armed forces, or directly entering the work force after high school. Through the REACH HIGHER Shasta initiative, we are partnering with local school districts and community agencies to ensure our students are successful beyond high school. Learn more about this initiative at www.ReachHigherShasta.com.

Every generation strives to leave the world a better place for the next generation. A well-rounded educational experience is crucial for the development of a child, and we understand it is our duty to ensure students are successful when they leave our schools. We take the responsibility of both educating your children and keeping them safe while at school very seriously. We are excited to open up new opportunities for our students to reach new heights in their lives as they discover their hidden talents and abilities as they learn and grow.

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 do not hesitate to call us at (530) 225-0227.

Sincerely,

Tom Armelino
Shasta County Superintendent of Schools

SCOE Mission

To provide leadership and assistance to the districts and community partners in Shasta County to ensure all students have equal access to a quality education that prepares them to graduate from high school and obtain a high-skilled, high-wage career.

SCOE Vision

• We will serve as the voice of education in the community, supporting the successful efforts of our schools in Shasta County by reminding the community of the importance of education and the need for their support in the development of our youth.

• We will partner with districts and the community to provide high-quality, comprehensive early-care and education programs that are neighborhood-based, culturally-sensitive, and inclusive.

• We will provide the students of Shasta County with unique opportunities to explore science through outdoor education and hands-on learning.
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.
- Adopts policies and regulations governing the Office of 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 district and district boundaries through territory transfers or unifications as well as the establishment or rearrangement of governing board trustee areas as required.
- Serves as an appeal board for the adjudication of expulsion appeals, inter-district attendance appeals, and charter schools.
- Informs local communities about the programs and achievements of the 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 employees.
Instructional Services

The IS Department has the goal to provide service, leadership, and professional development to improve student learning. Services include the County Cooperative for smaller districts around curriculum, instruction, and assessment issues, as well as services for Administrative Credentialing in both the Tier I and Tier II areas including coaching. The IS Department provides leadership in the areas of Local Control Accountability Plan (LCAP) development and for Shasta County Curriculum Leaders on a monthly basis.

Professional development opportunities are available through trainings offered on our site for a variety of participants and also offered at school sites so that all those within a school or district have the opportunity to benefit. Currently, professional development is offered for teachers, administrators, leadership teams, School Site Council members, after school staff, and instructional aides. Much of the training over the last few years has focused on the implementation of the Common Core Standards.

The IS Department is also actively involved in seeking out grants that will benefit teachers within the county and region.

Currently, there is a Secondary STEM Grant that is administered by the IS Department for close to 70 6th-12th grade teachers across districts in four counties as well as a Math Grant for close to 90 math teachers across three counties.

Contact: (530) 225-0211

Administrative Credentialing Programs

Tier I Administrative Credential Program

Provides coursework, project development, and a coordinated program for individuals seeking a Preliminary Administrative Services Credential, Tier I.

Tier II Administrative Credential Program

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

Contact: (530) 225-0255

Supporting Common Core Teaching & Learning Administrator Training

In June 2014, SCOE Instructional Services Department (IS) led 46 administrators from Region 2 through a two-day training that explored the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership in the context of Common Core. Over the course of the two days, administrators spend time refining their understanding of what Common Core teaching and learning should look like. Using videos of Common Core teaching, administrators observed, calibrated and discussed what feedback would be most beneficial for teachers to help them continue to improve. As a follow-up to this training, SCOE is leading eight administrators in two teams of four, in monthly Learning Walks on campuses. During those Learning Walks, administrators visit classrooms and debrief afterwards on what Common Core instruction was observed.

Enhancing Learning in the Common Core

In June 2014, 244 teachers and administrators, representing 17 districts spent three days learning about the research John Hattie has done to identify highly effective instructional strategies and connecting that work with Common Core. Each day there were in-depth sessions that focused on instructional strategies that could be used in lessons across all subject areas. In addition to instructional strategies, there was a focus on the level of engagement and ownership students need in their learning and the ways in which teachers should approach teaching and learning in the 21st Century.
Shasta-Trinity-Siskiyou Counties Mathematics Partnership (SCMP²)

SCMP² is comprised of approximately 70 third to ninth grade teachers from 27 districts with Redding School District as the lead LEA. Shasta County has 17 school districts and two private schools geographically spanning from Fall River Joint Unified School District to Grant Elementary School District to Cottonwood Union Elementary School District. Trinity County and Siskiyou County have also been added to SCMP² adding eight more districts. The teachers are working with an excellent team of math consultants and math instructors from Shasta College to increase their math content knowledge and improve instruction in their classroom as we transition to the Common Core Standards for mathematics.

Participating teachers complete a 30 hour institute of mathematics content training each summer along with 30 additional hours of mathematics intensive content training during the school year, and 24 hours of follow-up activities working with colleagues, lesson study facilitators, and students in their classrooms.

A portion of the intensive and follow-up hours includes two cycles of lesson study with grade level teams as well as individualized pedagogical content coaching with a project coordinator.

The participants make valuable connections with each other along with the content, lessons and coaching. It is an exciting time as California transitions to the Common Core Standards and the participants will be ahead of the curve and lead the charge in their school, district and county.

Contact: Rebecca Lewis
(530) 225-0134
rlewis@shastacoe.org

North State STEM

Our nation is committed to a globally competitive STEM (Science, Technology, Engineering & Math) workforce. This requires a sustained effort focused on K-12 students and educators in STEM disciplines. According to the US Dept. of Commerce, STEM related jobs are growing at 17% and in California alone; there is a projected need for a STEM workforce in 2018 of approximately 1.14 million. During the next ten years, over 70% of the predicted jobs in California will be related to STEM: Science, Technology Engineering and/or Math.

Shasta County Office of Education is partnering with our region of nine North State counties and the CA STEM Learning Network to see how we leverage our time and talents to make a difference for students in the present and future. Local business, industry, 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 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 STEM Career Day was held at the Civic Auditorium on January 30, 2015 for Shasta County 9th graders.

**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 will explore 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 STEM Programs and Pathways for Schools Committee**

For STEM education to truly make a difference for our Shasta County youth it needs to be integrated throughout their educational careers. This committee will work on creating STEM opportunities for students throughout the K-16 system by highlighting local best practices and learning from our California partners. The goal of this committee will be to create a countywide framework that ensures the implementation of effective practices and a seamless path of STEM education from elementary school through college.

**North State Secondary STEM Partnership**

One of the goals of North State STEM is to strengthen the quality of and expand access to STEM education and resources across Northern California’s PK-16 formal and informal educational institutions. The Instructional Services Department of SCOE recently submitted a grant proposal to the CA Department of Education to provide STEM professional development to middle and high school math, science and CTE teachers. The official Notification of Intent to Award has been posted and SCOE is a recipient of $500,000 per year for three years to complete this work. Under the leadership of Chris Dell, over 65 teachers from 30 districts in Shasta, Glenn, Siskiyou and Trinity counties are working with SCOE Instructional Services coordinators and a team of professors from CSU Chico, Shasta College and College of the Siskiyous to gain STEM pedagogical content knowledge, instructional practices and curriculum development.

Overall, there are four major components of the grant project design: 1) Intensive STEM Professional Learning; 2) STEM Unit Study; 3) Pedagogical Content Coaching; and 4) STEM Opportunities for Students.

For more information on how to get involved and be a part of this collective impact, contact:

**Chris Dell**

(530) 225-0245
cdell@shastacoed.org
Special Education

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 and to Deaf and/or Hard of Hearing (DHH) students at Shasta Lake School in the Gateway Unified School District. Itinerant services are provided to district students who require vision and/or hearing services. Staff are required to meet rigorous credentialing requirements and have certifications to meet the needs of special education students. Staff work cooperatively with district representatives and SCOE is represented within the Governing Structure of the Special Education Local Plan Area (SELPA). We aim to maximize the potential of our students for becoming responsible, productive citizens.

Contact: (530) 225-0303

Student Programs

Student Programs provides systems of referral and support to various populations in our community, as well as programs to ensure our students have access to education in a safe environment.

This department consists of a variety of programs including Alternative Education where we serve the needs of “at-risk” students to enable them to become productive members of the community by providing quality academic skills, independent life skills, positive self-concepts, and effective relationships with others. Our goal is to get students to reach their full-potential and ensure equal access to a quality education. Because of our smaller class sizes, we get to know our students and are able to provide them with the individualized help they need. Within the Alternative Education Program were the Oasis School, Phoenix Program and Juvenile Court School.

We also operate an Independent Study Program where students work one-on-one with teachers to complete high school requirements for graduation.

SCOE’s Foster Youth Services provide support around school permanency and transition for students in foster care to help increase opportunities for academic success.

Support and resources are also provided to the districts in Shasta County to ensure educational rights and protections for students through the McKinney-Vento Homeless Education Act.

Safe and Drug Free Schools and Tobacco Use Prevention Education (TUPE) provide programs that prevent the use of alcohol, tobacco, and drugs.

Our staff also provides grant supported technical assistance for Title IV Programs, Gifted and Talented, Arts Initiative, and VAPA (Visual and Performing Arts).

Additionally, students experiencing attendance or behavioral problems are referred to the School Attendance Review Board (SARB) when all attempts at improving the issue at the school have not been successful.

Special Education Services are also a program element within Student Programs.

Contact: (530) 245-7833
**Project SHARE**  
*(Shasta Health Academic and Recreation Enrichment)*

Project SHARE provides after-school services to participating districts and schools. Services include supervision of programming, personnel, and finances.

Project funds are received from the California Department of Education’s After School Education and Safety (ASES) and the Federal 21st Century Community Learning Center’s After School Education and Safety for Teens (ASSET’s) programs.

The purpose of the program is to support student success beyond the traditional school day. This is accomplished by offering academic interventions that include tutoring, homework assistance, recreation, and enrichment.

All students at participating schools are eligible to attend regardless of parental economic status.

Following is a list of school sites participating in our grant for last year:

- 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
- North Woods Discovery School
- Oak Run Elementary
- Oasis Community School
- Platina Elementary
- Shasta Union Elementary
- West Cottonwood Jr. High
- Whitmore Elementary

Our administrative office is located at 3711 Oasis Road in Redding

**Contact:** (530) 245-7830

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**Early Childhood Services/Child Care Referral**

This program provides preschool programs for income-eligible families; nutrition services; trainings for center–based and family child providers; and resource and referral services for families seeking a child development program for young children.

Our office is located at 43 Hilltop Drive, Redding. We are open Monday – Friday.

**Contact:** (530) 225-2999

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**Pre-School**

Our administrative office is located at 3711 Oasis Road in Redding

**Contact:** (530) 245-7830
Public Schools in California are mandated under Education Code 32280 to develop a comprehensive Safe School Plan that addresses four critical areas of emergency management: prevention, mitigation, preparedness, and recovery. Plans are updated annually to meet emerging needs and legislative requirements. The plan must be drafted in consultation with representatives from law enforcement and emergency services personnel and must be updated by March 1 of each year.

### New Legislation

In 2015, the state of California had numerous bills that were brought to the legislature. New legislation has added/amended Education Code and changed the requirements for all school districts. All past and current legislation is posted on the Shasta County Office of Education website at [http://www.shastacoe.org/page.cfm?p=3202](http://www.shastacoe.org/page.cfm?p=3202).

If at any time clarification is needed on any of the district requirements, or if assistance is needed in the development of a district/school site planning process, please feel free to contact our office.
The Schreder Planetarium provides “Jet Fuel for the Imagination!” As an educational outreach of SCOE, the planetarium captures the passion and curiosity of the universe and presents stellar features from deep space to future creatures on distant planets.

Immersed in a full dome experience, the viewer is transported to new horizons in space science designed for all ages. The realistic and scientifically accurate simulation of the night sky is created by using a highly-specialized digital projector. Virtual field trips integrated with distant learning opportunities allow groups visiting the planetarium to connect anywhere in the world.

Incorporated into the planetarium is a science learning center comprised of hands-on activities and learning stations that support inquiry and investigation in the areas of Science, Technology, Engineering, and Mathematics (STEM).

Schreder Planetarium

Contact: (530) 245-7833
Whiskeytown Environmental School

Whiskeytown Environmental School (WES) is located in the Shasta-Trinity National Forest near Clear Creek and Whiskeytown Lake. WES is certified as a Residential Outdoor Science School (ROSS) that offers 2 ½ day, 4 day, or 5 day outdoor opportunities for 5th and 6th grade students, as well as day programs for K-4th grade students. The WES curriculum is tied to the California State Standards, with Naturalists accompanying students on nature hikes where hands-on learning takes place.

Also offered at WES is Outdoor Adventures Summer Camps. These are camps for K-8th grade students. For students ages 14-18, backpacking trips to Lassen Volcanic Park are also offered.

When our WES facility is not being used by schools, we offer it the to public as the Clear Creek Retreat Center which is a perfect backdrop for weddings, family reunions, retreats, or other special events.

Find additional information regarding our services at [www.shastacoe.org/wes](http://www.shastacoe.org/wes). Register or seek more information regarding field or summer camps and WES Camp (5-day) and rentals. All our information is on the left-hand side of the website.

Contact: (530) 225-0111

Mailing Address:
Shasta County Office of Education
1644 Magnolia Avenue
Redding, CA 96001

Physical Address:
10106 Paige Bar Road
Whiskeytown, CA 96095
[www.shastacoe.org/wes](http://www.shastacoe.org/wes)

WES is provided and maintained by the National Park Service and by the Shasta County Office of Education.

Through planned-giving, you can help WES remain a vital community and county centerpiece of learning, discovery, and inspiration bringing science to life for thousands of children each year.

Checks can be mailed to:
Shasta Regional Community Foundation (Whiskeytown Environmental School)
1335 Arboretum Dr., Suite B
Redding, CA 96003

Or online: [www.shastarcf.org](http://www.shastarcf.org)
Through these grants and programs, we are able to offer more services to students and teachers in Shasta County that benefit our community.

**Tobacco-Use Prevention Education**

SCOE receives funding to provide technical assistance and collaborate with districts and communities providing prevention education programs and youth development activities.

*Contact: 225-5390*

**McKinney-Vento Homeless Education Act**

Ensures educational rights and protections for youth experiencing homelessness.

*Contact: 225-5390*

**Tier I Administrative Credential Program**

Provides coursework, project development, and coordinated program for individuals seeking a Preliminary Administrative Services Credential, Tier I.

*Contact: 225-0255*

**Tier II Administrative Credential Program**

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

*Contact: 225-0255*

**California Chafee Grant for Foster Youth**

Free money for current or former California foster youth to help pay for college or career and technical training.

*Contact: 225-5390*

**Visual and Performing Arts Grant (VAPA)**

CCSESA Arts Initiative offers professional development to art specialists and general education teachers in grades K-12.

*Contact: 225-5390*

**Project SHARE**

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

*Contact: 225-7830*

**Safe Schools**

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

*Contact: 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 in the 21st century.

*Contact: 225-0245*

**Shasta County Math Partnership Grant**

Professional development math grant for teachers of grades 3-9.

*Contact: 225-0134*

**Grades 6-12 STEM Grant**

Three year grant to provide STEM professional development to middle and high school math, science and CTE teachers.

*Contact: 225-7830*
Transportation

SCOE’s Transportation Department provides pupil transportation services through contracts to Anderson Union High School District and Chrysalis Charter School.

SCOE also provides Special Education transportation to districts in Shasta County requesting transportation services.

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

Contact: (530) 225-0340

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 or Email: shastacounty@calpers.ca.gov for appt. 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
Other Services Offered Through Shasta County Office of Education

Local Control Accountability Plan (LCAP)

Throughout the 2013-14 school year, the Business and Instructional Services Departments offered joint trainings to help districts understand the Local Control Accountability Plans (LCAP) that were developed for the 2014-15 school year. Three trainings were offered and all superintendents, business officials, and instructional services representatives were invited to participate. On November 4, 2013, a 3-hour overview of LCAP was provided, during which the Local Control Funding Formula was reviewed, the LCAP process was explained, and the eight State Priorities were explored. On February 3, 2014, a 3-hour session was provided so that district administrators would understand the State Board of Education regulations for students who generate higher dollar amounts and how this money is to be utilized. On March 19, 2014, a 3-hour meeting clarified how the required LCAP template was to be completed alongside the timeline for approval and submission. Throughout the spring, members of Business Services and Instructional Services met with each district individually to provide guidance and support as LCAPs were being developed for the first time. Beyond the level of support, our Co-Op Districts met together three additional times to receive help and support in the development of their LCAPs. The goal in all of these efforts was to assist districts in having their LCAPs approved by the County Office. All districts now have LCAPs that have been approved. More information on LCAP is available on our website at: http://www.shastacoe.orgpage.cfm?p=6944.

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 25 school districts in Shasta County, the Shasta County Office of Education and three charter schools that 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 point 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

Chrysalis Charter School

This is a K-8 public charter school sponsored by the Shasta County Office of Education with an emphasis on the areas of understanding science and math, science and nature study, cultivating deep understanding, a kind caring environment, and a close community with lots of parent involvement.

Chrysalis creates abundant learning opportunities through student-centered, project-based activities.

Most classes are small to allow responsiveness to teachable moments, and discussions are frequent. Students are placed in core subject classes by ability level so they can experience understanding.

Contact: (530) 547-9726
www.chrysalischarterschool.com
REACH HIGHER Shasta

REACH HIGHER Shasta is a local initiative, *reaching higher* with both expectations and action, to ensure all Shasta County students graduate with every option available to them to pursue. Through the leadership of the Shasta County Office of Education, all 25 school districts, and approximately 20 other partner agencies, this is the beginning of the fourth year for the initiative. 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.”

REACH HIGHER is not a college-only message. Students who plan to go on to a post-secondary education or directly into the workforce need the same competitive skills. A comprehensive website has been designed to provide information to three main groups of stakeholders: parents, businesses, and educators. The website is available at: www.reachhighershasta.com. Here, parents can find answers to their questions regarding academic coursework necessary for higher educational goals as well as assistance in navigating the college application process.

While educators have their academic goals, the REACH HIGHER Shasta’s community outreach will focus on bringing sustained engagement from the business community by asking for support via job-shadowing, mentoring, resume review, mock interviews, job site tours, classroom presentations, Career Day presentations, and financial contributions.

In the last year, there are several key actions that have been made, five of which will be highlighted in this report: 1) Kindergarten readiness snapshot; 2) common K-3 end of year reading assessments and scoring; 3) 8th-12th grade Math Task Force; 4) Shasta Promise; and 5) Business Committee focus.

Kindergarten Readiness Snapshot

Under the leadership of the Shasta County Office of Education and First 5 Shasta, preschool teachers, Kindergarten teachers, and other key stakeholders were brought together to review the expectations of students as they complete a preschool program (called “Learning Foundations”) as well as the expectations for students as they complete Kindergarten under the Common Core State Standards. Four areas were reviewed (literacy, numeracy, social-emotional and motor) to come to agreement on what it means to truly be ready for Kindergarten. The snapshot was developed in the Fall of 2012 and piloted in the Spring of 2013. This fall, there were 1375 students who were given the Kindergarten Readiness Snapshot at the start of the 2014-15 school year. The data from this new tool allows Kindergarten teachers to see where their students are at right at the start of the year. This tool will also inform preschool and childcare programs on areas where students were strong as well as where professional development is needed.

Common K-3 End of Year Reading Assessments and Scoring, Year 2

Over the course of the year, the Shasta County Office of Education continued to take a leadership role with K-3 Literacy. During the year, K-3 teachers came together four times for Literacy Task Force meetings. Those meetings, facilitated by the Instructional Services Department, focused on reading instruction in K-3, assessments and interventions. In the spring, teachers were retrained in the administration of the common K-3 assessments, and data was collected for the second year. Data was submitted by 21 of 23 districts, and 6,536 K-3 students were assessed using the common K-3 Early Literacy Assessments.
The data was shared with Superintendents, the RHS K-8 subcommittee, K-3 principals and the K-3 Literacy Task Force. Data from the assessments will be used to plan ongoing professional development for teachers, administrators and paraprofessionals.

Several members of the Instructional Services (IS) team are involved in the RHS K-8 Subcommittee. This subcommittee has been working on four goals over the last couple of years. Each goal has a group of people that are committed to making a difference through a variety of actions. The first goal focuses on having all students read on grade level by the end of third grade. Over 60 K-3rd grade teachers were trained in this multi-day series last school year. The second goal strives to have all students leave fifth grade ready for middle school. One of the actions identified as critical for this to happen is for students to master the Common Core State Standards for their grade level. To assist teachers with this transition, several districts are involved in Lesson Study facilitated by one of the leaders in our IS Department. The third goal focuses on having all eighth grade students enter high school on track. One of the actions implemented in 2013-14 was training almost every middle school English teacher in Expository Reading and Writing modules developed by the CSU system for use with 7th and 8th grade students. This training was provided by our IS Department and has been embraced throughout the county and region. The fourth goal strives to have all K-8 schools promote a “culture of college and career readiness.” SCOE has assisted with sending out information and making time within our County Curriculum Leaders’ meetings for sharing information.

Secondary Math Pathways

The Common Core State Standards in Mathematics provides two options for secondary school pathways in course sequence. Because of the transiency of our population, the district superintendents understood how important it was to pursue a common pathway.

In December 2012, all districts with high schools agreed to pursue an Integrated approach to high school mathematics. The Shasta County Office of Education facilitated conversations between K-8 districts and their feeder high schools as well as professional development for those teachers who would be teaching Math 1 to freshman in the 2013-14 school year. The County Office also provided an opportunity for districts to come together to review possible instructional materials for the Math 1 course.

Support has continued in the current year for teachers of Math 1 and professional development will be available to teachers of Math 2 in the Spring of 2014 as they gear up to add this course in the 2014-15 school year.
The Shasta Promise

Every Student, Every Option

Every student in Shasta County will be prepared for and guaranteed enrollment if they meet the criteria for each of the colleges and universities to directly enter from high school and earn degrees, career technical certificates, transfer to a four-year college or university, and have the ability to achieve an advanced degree.

The Shasta Promise began April 11, 2013, when the leaders from REACH HIGHER SHASTA, a local collaborative movement, reaching higher with both expectations and action, to ensure all students achieve success beyond high school brought together representatives from Chico State University, College of the Siskiyous, Shasta College, National University, Simpson University and Southern Oregon University signed the Shasta Promise, which provides a number of guarantees to help all local students prepare for, enter and succeed in college.

Each of the institutions provides significant programs and support to their students. Taken together, these efforts comprise the Shasta Promise.

To view the Shasta Promise, please go to http://www.reachhighershasta.com/the-shasta-promise/.

Business Committee Focus

REACH HIGHER Shasta began movement this year with a Business Subcommittee. Leaders of the subcommittee from various agencies in the county have come together to create a structure for business involvement. The Reach Higher Shasta Business Partner Initiative plans to get business partners to join our volunteer database for guest presentations, field trip opportunities, job shadowing, mock interviews and internships. Another aspect of the online database will highlight ways for volunteers to get involved in REACH HIGHER Shasta efforts. Plans are in development to roll this service out to schools so they can identify needs for volunteers and move to using the database to connect to the business community.
2014 Classified Employees of the Year

Office and Technical
Julie Bartlett
Shasta County Office of Education

Maintenance, Operations, and Facilities
Lennie Adams
Redding Elementary School District

Para-Educator and Instructional Aide
Nachole Williams
Millville Elementary School District

Support Services and Security
Terri Welch
Enterprise Elementary School District

Child Nutrition
Sharon Cliffman
Millville Elementary School District

Transportation
Katy Martin
Shasta County Office of Education

2014-15 Teachers of the Year

Elementary School
Judy Smelcer
Grand Oaks Elementary - Gateway Unified School District

Middle School
Brian Gaddy
Happy Valley Elementary Happy Valley Union School District

High School
Ana Mello
University Preparatory - Shasta Union High School District

2014 Association of California School Administrators (ACSA) Administrators of the Year

Elementary Principal
Kellie Dunham
Bella Vista Elementary School District

Secondary Co-Administration
Kevin Greene
Shasta Union High School District

It takes a big heart to help shape little minds.
<table>
<thead>
<tr>
<th>School District</th>
<th>School Name</th>
<th>Superintendent</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Union High</td>
<td>Tim Azevedo</td>
<td>378-0568</td>
<td><a href="http://www.auhsd.net">www.auhsd.net</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enterprise Elementary</td>
<td>Brian Winstead</td>
<td>224-4100</td>
<td><a href="http://www.enterprise.k12.ca.us">www.enterprise.k12.ca.us</a></td>
</tr>
<tr>
<td></td>
<td>Indian Springs Elementary</td>
<td>Ed Traverso</td>
<td>337-6219</td>
<td><a href="http://www.indianspringesd.org">www.indianspringesd.org</a></td>
</tr>
<tr>
<td></td>
<td>Pacheco Union Elementary</td>
<td>Jason Provence</td>
<td>224-4599</td>
<td><a href="http://www.pacheco.k12.ca.us">www.pacheco.k12.ca.us</a></td>
</tr>
<tr>
<td>Bella Vista Elementary</td>
<td>Charlie Hoffman</td>
<td>549-4415</td>
<td><a href="http://www.bveagles.com">www.bveagles.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall River Joint Unified</td>
<td>Greg Hawkins</td>
<td>335-4538</td>
<td><a href="http://www.frjusd.org">www.frjusd.org</a></td>
</tr>
<tr>
<td></td>
<td>Junction Elementary</td>
<td>Rich Gifford</td>
<td>547-3274</td>
<td><a href="http://www.junctionesd.net">www.junctionesd.net</a></td>
</tr>
<tr>
<td></td>
<td>Redding Elementary</td>
<td>Rick Fauss</td>
<td>225-0011</td>
<td><a href="http://www.reddingschools.net">www.reddingschools.net</a></td>
</tr>
<tr>
<td>Black Butte Union Elementary</td>
<td>Don Aust</td>
<td>474-3125</td>
<td><a href="http://www.blackbutteschool.org">www.blackbutteschool.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Millville Elementary</td>
<td>Mindy DeSantis</td>
<td>547-4471</td>
<td><a href="http://www.millvilleschool.net">www.millvilleschool.net</a></td>
</tr>
<tr>
<td></td>
<td>Shasta Trinity ROP</td>
<td>Charlie Hoffman</td>
<td>246-3302</td>
<td><a href="http://www.strop.org">www.strop.org</a></td>
</tr>
<tr>
<td>Cascade Union Elementary</td>
<td>Baljinder Dhillon, Ed.D.</td>
<td>378-7000</td>
<td><a href="http://www.cuesd.com">www.cuesd.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gateway Unified</td>
<td>Jim Harrell</td>
<td>245-7900</td>
<td><a href="http://www.gateway-schools.org">www.gateway-schools.org</a></td>
</tr>
<tr>
<td></td>
<td>Mountain Union Elementary</td>
<td>Ken Hood</td>
<td>337-6214</td>
<td><a href="http://www.mcs-shastacoe-ca.schoolloop.com">www.mcs-shastacoe-ca.schoolloop.com</a></td>
</tr>
<tr>
<td></td>
<td>Shasta Union Elementary</td>
<td>Rick Fauss</td>
<td>225-0011</td>
<td><a href="http://www.shastaunionschool.net">www.shastaunionschool.net</a></td>
</tr>
<tr>
<td>Castle Rock Union Elementary</td>
<td>Stacie Moore</td>
<td>235-0101</td>
<td><a href="http://www.castlerockschool.net">www.castlerockschool.net</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grant Elementary</td>
<td>Mike Freeman</td>
<td>243-4952</td>
<td><a href="http://www.grantschoolcougars.com">www.grantschoolcougars.com</a></td>
</tr>
<tr>
<td></td>
<td>North Cow Creek Elementary</td>
<td>Jeff Harris</td>
<td>549-4488</td>
<td><a href="http://www.northcowcreek.org">www.northcowcreek.org</a></td>
</tr>
<tr>
<td></td>
<td>Shasta Union High</td>
<td>Jim Cloney</td>
<td>241-3261</td>
<td><a href="http://www.suhsd.net">www.suhsd.net</a></td>
</tr>
<tr>
<td>Columbia Elementary</td>
<td>Clay Ross</td>
<td>223-1915</td>
<td><a href="http://www.columbiasd.com">www.columbiasd.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Happy Valley Union Elementary</td>
<td>Janet Tufis</td>
<td>357-2134</td>
<td><a href="http://www.hvesd.org">www.hvesd.org</a></td>
</tr>
<tr>
<td></td>
<td>Oak Run Elementary</td>
<td>Frank Adelman</td>
<td>472-3241</td>
<td><a href="http://www.oakrunschool.org">www.oakrunschool.org</a></td>
</tr>
<tr>
<td></td>
<td>Whitmore Union Elementary</td>
<td>Larry Robins</td>
<td>472-3243</td>
<td><a href="http://www.whitmoreunionelementaryschooldistrict.com">www.whitmoreunionelementaryschooldistrict.com</a></td>
</tr>
<tr>
<td></td>
<td>Igo-Ono-Platina Union Elementary</td>
<td>Rick Fauss</td>
<td>225-0011</td>
<td><a href="http://www.igoschools.net">www.igoschools.net</a></td>
</tr>
</tbody>
</table>
The Shasta County Office of Education provides a wide range of services to 25 school districts in Shasta County. They include business services, data processing, personnel, administrative, psychological, nursing and community health, curricular assistance, instructional, information technology, and many other services.

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. The general information line for our main administration office is (530) 225-0200.

Tom Armelino
Shasta County Superintendent of Schools
1644 Magnolia Ave.
Redding, CA 96001
www.shastacoe.org

The following figures are from 2014-15:

<table>
<thead>
<tr>
<th>Number of Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Middle School/Junior High</td>
</tr>
<tr>
<td>High School</td>
</tr>
<tr>
<td>Charter</td>
</tr>
<tr>
<td>Continuation High</td>
</tr>
<tr>
<td>Regional Occupation Programs</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of School Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unified</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>High School</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The following figures are from 2013-14:

<table>
<thead>
<tr>
<th>Number of Students in Public Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten-Grade 3</td>
</tr>
<tr>
<td>Grades 4-6</td>
</tr>
<tr>
<td>Grades 7-8</td>
</tr>
<tr>
<td>Grades 9-12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutions of Higher Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Colleges</td>
</tr>
<tr>
<td>Private Colleges</td>
</tr>
<tr>
<td>Satellite University Campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private School Enrollments (with 6 or more students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Private Schools</td>
</tr>
<tr>
<td>Number of Students Enrolled</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnic Distribution of Students (Excludes College and Private Schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American, not Hispanic (1.8%)</td>
</tr>
<tr>
<td>American Indian or Alaska Native (4.7%)</td>
</tr>
<tr>
<td>Asian (2.9%)</td>
</tr>
<tr>
<td>Filipino (0.4%)</td>
</tr>
<tr>
<td>Hispanic or Latino (14.3%)</td>
</tr>
<tr>
<td>Pacific Islander (0.3%)</td>
</tr>
<tr>
<td>White, not Hispanic (70.3%)</td>
</tr>
<tr>
<td>No Response (0.6%)</td>
</tr>
<tr>
<td>Two or more races, Not Hispanic (4.8%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
### Certificated Staff Data
(Excludes College and Private Schools)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Certificated Staff</td>
<td>1,508</td>
</tr>
<tr>
<td>Female (67%)</td>
<td>1003</td>
</tr>
<tr>
<td>Male (33%)</td>
<td>505</td>
</tr>
<tr>
<td>Full-Time Teachers</td>
<td>1,251</td>
</tr>
<tr>
<td>Full-Time Administrators</td>
<td>108</td>
</tr>
<tr>
<td>Full-Time Student support staff</td>
<td>105</td>
</tr>
<tr>
<td>Average years of experience</td>
<td>15</td>
</tr>
</tbody>
</table>

### Classified Staff Data

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>697</td>
<td>1036</td>
</tr>
</tbody>
</table>

### Average Base Revenue Limits
(Per Unit of Average Daily Attendance)

<table>
<thead>
<tr>
<th>District</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>N/A</td>
</tr>
<tr>
<td>High School District</td>
<td>N/A</td>
</tr>
<tr>
<td>Unified School District</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Average Revenue Sources
(Per Unit of Average Daily Attendance, K-12)

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Revenue (74.2%)</td>
<td>$7,321</td>
</tr>
<tr>
<td>Federal Income (7.4%)</td>
<td>$727</td>
</tr>
<tr>
<td>State Sources (6.5%)</td>
<td>$638</td>
</tr>
<tr>
<td>Local Sources (11.3%)</td>
<td>$1,112</td>
</tr>
<tr>
<td>All Other Sources (.6%)</td>
<td>$64</td>
</tr>
<tr>
<td>Total</td>
<td>$9,862</td>
</tr>
</tbody>
</table>

### Current Average Cost of Education
(Per Unit of Average Daily Attendance)

<table>
<thead>
<tr>
<th>District</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School District</td>
<td>$9,275</td>
</tr>
<tr>
<td>High School District</td>
<td>$10,464</td>
</tr>
<tr>
<td>Unified School District</td>
<td>$10,960</td>
</tr>
</tbody>
</table>

### Students Served by Shasta County Office of Education Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiskeytown Environmental School (WES)</td>
<td>1,538</td>
</tr>
<tr>
<td>K-Grade 4 Day Field Trip</td>
<td>2,211</td>
</tr>
<tr>
<td>Schools Participating (Grades 5-6)</td>
<td>40</td>
</tr>
<tr>
<td>Schools Participating (Grades K-4)</td>
<td>36</td>
</tr>
<tr>
<td>Schreder Planetarium</td>
<td>4,687</td>
</tr>
<tr>
<td>Number of Groups Participating</td>
<td>79</td>
</tr>
<tr>
<td>Early Childhood Services</td>
<td></td>
</tr>
<tr>
<td>Full-Day Preschool</td>
<td>126</td>
</tr>
<tr>
<td>Part-Day Preschool</td>
<td>720</td>
</tr>
<tr>
<td>School-Age</td>
<td>18</td>
</tr>
<tr>
<td>Special Education (Ages 0-22)</td>
<td>67</td>
</tr>
<tr>
<td>Court and Community Schools</td>
<td>418</td>
</tr>
<tr>
<td>Independent Study</td>
<td>133</td>
</tr>
<tr>
<td>Project SHARE (after school program)</td>
<td>2,012</td>
</tr>
</tbody>
</table>

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
Number of licensed child care centers in Shasta County  67

Number of exempt child care centers
Infant license  0
Preschool license  113
School age  2,589

Number of licensed family child care homes in Shasta County  1,462

Centers using the Child Care Food Program  57%
Family homes using the Child Care Food Program  81%

Schedules Offered
Child Care Centers offering before school & after school care  19%
Child Care Centers offering before school care only  1%
Child Care Centers offering after school care only  6%

Family homes offering non-traditional hours of care  43%
Family homes offering before school & after school care  66%
Family homes offering before school care only  1%
Family homes offering after school care only  16%

Child Care Subsidy Contracts
Centers with a Head Start contract  16%
Centers with a CDE, non-State Preschool contract  1%
Centers with a State Preschool contract  37%
Centers with an Other Public contract  1%
Languages Spoken—percentages may exceed 100% because multiple languages may be selected

Centers where English is spoken 100%
Homes where English is spoken 100%
Centers where Spanish is spoken 25%
Homes where Spanish is spoken 10%
Centers where Sign Language or Other Language is spoken 14%
Homes where Sign Language or Other Language is spoken 10%
The information provided below is for the Shasta County Office of Education’s 2013-2014 General Fund. This data does not include information for school districts, as they have their own budgets.

Analysis of Actual 2013-14 Revenues and Sources

Analysis of Actual 2013-14 Expenditures by Object

Analysis of Actual 2013-14 Expenditures by Program

Analysis of Actual 2013-14 Expenditures by Function
Smarter Balanced Assessment System

In January 2014, California began a transition to a new assessment system, California Assessment of Student Performance and Progress (CAASPP). This system replaced the Standardized Testing and Reporting (STAR) Program. The CAASPP encompasses the following assessments and student participating requirements.

- Smarter Balanced Summative Assessments for English-language arts and mathematics in grades three through eight and eleven.

- The Smarter Balanced Summative Assessments, which are delivered by computer, consist of two sections: a computer-adaptive test and a Performance Task (PT) based on the Common Core State Standards for English-language arts and mathematics. The computer-adaptive section includes a range of item types such as selected response, constructed response, table, fill-in, graphing etc. The PT are extended activities that measure a student’s ability to integrate knowledge and skills across multiple standards—a key component of college and career readiness.

- Between March to June 2014, students in grades three through eight, a small sample of students in grades nine and ten, and students in grade eleven participated in a field test of the new computer-based assessments known as the Smarter Balanced assessments. This practice run of the test, though no scores were provided for students & schools, allowed students to experience computer-based testing and new types of questions. In addition, the field test also helped evaluate how well districts technology systems could meet the demands of computer-based tests, and determine what resources schools would need to better prepare students for future assessments.

- Science assessments in grades five, eight and ten (i.e. California Standards Tests [CST], California Modified Assessment [CMA], and California Alternative Performance Assessment [CAPA]).

- The CST for science is required from all students in grades five, eight and ten unless their IEP indicates assessment with a CMA or CAPA.

- Following the spring 2015 testing, students will receive individual score reports. Students score reports will be sent home to parents and will include an overall score, a description of the student’s achievement level for English-language arts and mathematics, and other information. It is important to note that these scores cannot be compared to scores that students previously received on the STAR Program tests because these tests are based on the new Common Core State Standards, involve different types of test questions, and will not be reported using the STAR Program reporting categories.

In addition to the Summative Assessments, the Smarter Balanced Assessment System has two additional components designed to support teaching and learning throughout the year: the Interim Assessments, and the Digital Library.

- Interim Assessments

  Designed to improve and promote teaching and learning by providing information that can be used to monitor student progress toward mastery of the CCSS. These optional resources are available to all kindergarten through grade twelve (K-12) teachers in ELA/Literacy and mathematics.

- Digital Library

  Consists of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning in all grades. These optional resources are available to all California educators.
CAHSEE Results
Shasta County – Grade 10
Percent of Students

**English Language Arts**

![Graph showing percent proficient & advanced for English Language Arts from Feb 2012 to Feb 2014]

**Mathematics**

![Graph showing percent proficient & advanced for Mathematics from Feb 2012 to Feb 2014]
Shasta County’s CHILDREN
Shasta County’s SCHOOLS
Shasta County’s FUTURE

1644 Magnolia Ave.
Redding, CA  96001
530-225-0200
www.shastacoe.org

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.
Friday: CLOSED

This report was compiled by: Brandy Thornton-McDaniel,
Shasta County Office of Education, January 2015