SUPERINTENDENT’S MESSAGE

Welcome to our 2020-21 Report to the Community! It is my privilege to invite you to learn more about the school year we have just completed and celebrate with us what has been accomplished. Probably the most notable aspect of last year was the impact of COVID-19 and how our office was able to step up and provide valuable support even during the time of the Governor’s Shelter in Place Executive Order. I am thankful for the critical role various programs in our office were able to play in providing support and assistance.

Annually, our departments focus by setting a goal in three areas:
1) Striving to continuously improve
2) Supporting learning and growth for all employees; and
3) Fostering appreciative and supportive relationships.

Our ultimate goal is to provide the highest quality service in support of our community. If questions arise as you read and reflect on what we focused on in the past school year, please feel free to contact me at 530.225.0227. I welcome the opportunity to learn from your perspective.

JUDY FLORES
Shasta County
Superintendent of Schools

PRINCIPAL FOR A DAY

The 28th Annual Principal for the Day kickoff 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”. Instructional Services Technology Assistant, Sarah Kolbeck, and Superintendent, Judy Flores, hosted over 25 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 “Our Principals are the Real Superheroes.” It is a great opportunity for members to truly understand the work and role of our school principals!

EVERY STUDENT SUCCEEDS

February 2020 was our third year of hosting the “Every Student Succeeding” Luncheon to celebrate courageous students in Shasta County who have overcome significant odds to achieve success. This year, we recognized 15 shining stars in our county who have beaten the odds and shown tremendous resilience. It was our honor to bring these students along with members of their family as well as school representatives to hear about each student’s success. This award recognizes students who are achieving and succeeding despite the challenges that life has put before them. For some, these challenges included disease, homelessness, death of a parent, being placed in foster care, to name a few. Each student is a shining example of resilience and we were honored to recognize and celebrate all that these students have overcome to be achieving and succeeding.

SHASTA CELEBRATES TEACHERS

Shasta Celebrates Teachers was a partnership between the City of Redding, the Culture of Celebration Creative Team, and the Shasta County Office of Education for the purpose of recognizing great teachers in the classroom and inspiring a new generation of talent to pursue teaching. Students were invited to nominate a current or previous teacher, along with reasons why their teacher should be recognized for the significant impact they have had on their lives. For each of the 29 teachers selected (out of 250 applications), a portrait of the teacher along with a write up was created. At the end of January 2020, an opening of the exhibition of the portraits and write-ups of each teacher saw a tremendous turnout! The stories and portraits were on display at City Hall through the end of May. It was a great opportunity to recognize teachers in Shasta County who are changing students’ lives and demonstrating the exciting possibilities of a career in teaching.

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 and 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 Shasta County Office of Education.
- Approves the annual budget of the Shasta County Office of Education.
- 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.

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 as the County Superintendent is the employer.

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 Programs, and the Shasta County Office of Education.

MEMBERS OF THE SHASTA COUNTY BOARD OF EDUCATION

RHONDA HULL
President
DENNY MILLS
Vice-President
ROBERT BROWN
Trustee Area: 1
LAURA MANUEL
Trustee Area: 1
JENNIFER SNIDER
Trustee Area: 1
KATHY BARRY
Trustee Area: 2
STEVE MACFARLAND
Trustee Area: 2

2020-21 STUDENT BOARD MEMBERS

KATLIN KILLION
Enterprise High School
LEAH PEREZ
Shasta High School
COVID-19 RESPONSE

When Governor Newsom put the Shelter in Place Executive Order in place, Shasta County Office of Education (SCOE) employees were able to transition over a very short time period to work remotely. Our Information Technology Department stepped up to support this transition for our staff. It has been great to hear about how the work continued and connection opportunities were created through online meetings that were held across each of our departments.

We had staff who saw needs during this time and stepped in to fill those needs. It has been great to hear of the impact of the efforts of our SCOE family for educators, students, and families.

Coordination of meals for students - With schools closed due to the Shelter in Place order, children were not getting school meals. SCOE reached out to all the Food Service Directors and school sites and within 3 days we had our first county wide free school meal flyer of all the locations within Shasta County who served free meals to all children under 18 years of age. SCOE employees were able to design and implement a wide range of support services to help meet the immediate needs of students without a reliance on internet connectivity. Early on, it became apparent that social emotional learning was going to be more important than ever so training sessions were offered for educators to address the need to meet the emotional needs of everyone involved. As soon as it became apparent that the closure would be extended throughout the remainder of the school year, PLLSS team members jumped in to create virtual communities of practice and check-in groups across all spectrums of the K-12 landscape (teachers, counselors, paraprofessionals, etc.). These communities and groups were offered on a weekly basis with the purpose of sharing ideas, successes, challenges as well as questions with distance learning, virtual tools, and resources for all content areas. With those communities of support in place, the training focus turned to content-specific opportunities with offerings in effective distance learning and math and early literacy. It was great to see how quickly and effectively the PLLSS stepped in to fill this need!

COVID-19 Student Engagement Project - This project is an example of "rallying the troops". SCOE reached out to all the Food Service Directors and school sites, Help Me Grow, the Children’s Legacy Center, local law enforcement, multiple departments from Health and Human Services, and more came together to support student engagement and safety. A strengths-based, multi-tiered approach was used to connect students to school and their families to support those who were not engaged in school’s Tier 1 efforts were offered Help Me Grow case coordination and linked to community-based resources such as housing, unemployment, and CalFresh. A multidisciplinary team facilitated by the Children’s Legacy Center informed Tier 3 strategies including home visits and delivery of groceries and supplies. In one month, over 100 students and their families were served by this project.

Training provided to educators - Throughout the school closure caused by the COVID-19 pandemic, the Professional Learning and Leadership Support Services (PLLSS) Department remained committed to doing everything possible to support school and district leaders, teachers, and other staff through the unchartered waters of distance learning. Aligned with the SCOE Core Value of Service, PLLSS team members collaborated to design and implement a wide range of support services to help meet the immediate professional learning needs of educators. These support services continued to evolve throughout the quarantine period. From the outset, training sessions were provided on remote teaching platforms like Google Meet and Zoom. The response to these workshops was remarkable as teachers from across all grade levels throughout the county flooded virtual training sessions to learn the new essential skill of facilitating video conferencing sessions. Sensitive to the challenge of some of the county’s rural schools, “low-tech” and “no-tech” trainings were also offered to teachers to help them meet the needs of students without a reliance on internet connectivity. Early on, it became apparent that social emotional learning was going to be more important than ever so training sessions were offered for educators to address the need to meet the emotional needs of everyone involved. As soon as it became apparent that the closure would be extended throughout the remainder of the school year, PLLSS team members jumped in to create virtual communities of practice and check-in groups across all spectrums of the K-12 landscape (teachers, counselors, paraprofessionals, etc.). These communities and groups were offered on a weekly basis with the purpose of sharing ideas, successes, challenges as well as questions with distance learning, virtual tools, and resources for all content areas. With those communities of support in place, the training focus turned to content-specific opportunities with offerings in effective distance learning and math and early literacy. It was great to see how quickly and effectively the PLLSS stepped in to fill this need!

Bridges to School Success - COVID-19 brought unexpected opportunities for our Bridges to School Success program and Shasta County families. In response to the mounting stress placed on families as they sheltered in place, Bridges launched five new virtual drop-in groups. Therapists and child development specialists facilitate each of these groups at no cost to families. Class topics vary in range, including discipline, coping skills, support groups, and family connection through music and movement. The best part is that they do not require on-going commitment so parents can join in as they are able. Parents who want additional support can connect with their host and find ways to be part of their group at no cost. Bridges to School Success program and Shasta County families have created a safe, multidisciplinary team that is available for when there is an increase of COVID-19 cases and extra nurses are needed to help manage the workload for the county. What a wonderful opportunity for our schools to join forces with Public Health to help during this time of need.

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Nurses coordination - On April 4th, Judy Flores sent out a request from Donnell Ewert, Director of Shasta County Public Health & Human Services Agency (HHSAA) to all Superintendents and Principals asking if their school nurses could volunteer with HHSAA. HHSAA needed additional nurses for the Operations Unit. This unit follows persons that have been identified with COVID-19. Each case is investigated to identify people who may have been exposed to COVID-19 and who may need to be isolated or quarantined. Follow up with medical providers and check in on isolated patients for any questions or needs they may have. We had 13 school nurses volunteers, from 6 school districts. The school nurses have been trained and are on-call for when there is an increase of COVID-19 cases and extra nurses are needed to help manage the workload for the county. What a wonderful opportunity for our schools to join forces with Public Health to help during this time of need.

Project SHARE Mask Making - Throughout the Shelter in Place Executive Order, 16 Project SHARE staff members made 720 masks and they were delivered to 10 school sites allocated for food distribution to hand out to families. Each kit contained 2 or 3 premade masks, a letter to families, and the pattern and instructions to make more masks. We have received a request to continue to provide additional masks and the Project SHARE staff has responded with great enthusiasm to continue with this service.

Social Media Campaign - To help spread the word about these supports, SCOE and our community partner, First 5 Shasta harnessed the power of social media. A series of digital content was created with help from Speropictures, a Shasta County film production company. The first series promoted services and supports available to families during shelter-in-place orders. Next was two different styles of content to support parents during a pandemic and beyond. Trauma and the effects of toxic stress were the focus of the final series. All content was distributed via YouTube, Instagram, Facebook, Twitter, and Pinterest. In the first two weeks of the campaign, content had over 10,000 views.
SHASTA COUNTY OFFICE OF EDUCATION
COUNTY WIDE INITIATIVE

AMERICAN INDIAN ADVISORY

Beginning in March 2019, Superintendent Judy Flores began meeting with education leaders within the Native American community as well as key participants from within the Shasta County Office of Education. This Advisory has met on a monthly basis since that time. In April 2020, the group expanded with a formal representative from each of our Shasta County tribal groups.

During the 2019-20 school year, a full-day training was offered: “Understanding the Realities of our Native American Students and Their Families.” The October 2019 training was so well received that it was repeated on March 6, 2020. Plans are currently underway to have the session repeated in Pit River Country in the fall, and as soon as gatherings of 50 or more are allowed. Throughout the year, to follow up on the initial training, evening events were offered:

- Dr. Benjamin Madley, UCLA Professor came to share the impact of personal exploration for an aware -

This work began because of the data which showed our Native American students were chronically absent at very high rates, with almost one in four missing more than ten percent of the school year. One of the realities that was uncovered is that our Native students do not see themselves within history as portrayed by textbooks. With support from the Shasta County Board of Education, the Lumina Foundation, and United Way of Northern California, teachers from across Shasta County are coming together to develop lessons at grades 3 (Shasta County history), grade 4 (California history), and grades 5 and 6 (United States history). These lessons will share the story of our local tribes and are being written with a Culture Consultant from each tribe to make sure what is written accurately depicts the tribe. The goal at the end of phase one is to have two lessons at each of the identified grade levels for three of our local tribes: Pit River, Winnemem Wintu, and Wintu Tribe of Northern California.

We are holding a second series of lessons for grades 7-12. Through the 2019-20 school year, SARB was the first point at which county and community interventions and supports were shared. Over the course of the 2019-20 school year, a wide variety of representatives came together to develop a model for supporting student attendance that we are planning to roll out for the 2020-21 school year. Those involved included:

- local SARB Chairs who are typically school site administrators;
- school district superintendents;
- County Agency representatives including law enforcement, Probation, HHS, the Courts;
- Community Organizations including Path ways to Hope for Children, Youth Options, First 5 Shasta; and
- SCOE staff from Homeless, Foster Youth, Student Programs, County SARB, and Administrator Support.

This plan of support includes:

- Positive Attendance Messaging – Schools and districts will continue to build a culture among all school staff with positive messages about the importance of attendance along with a variety of strategies for promoting good and improving attendance.
- School Attendance Review Teams - Training will be provided to School Attendance Review teams on protocol and data review so that teams are able to review student attendance data weekly or bi-weekly. The goal is to connect students and their families to County and Community resources and support early in the unexcused absence cycle through the connection with “Help Me Grow” (as we seek to expand this case coordination from ages 0-8 through 12th grade).
- Multi-Disciplinary Team - Early in the process of higher than typical student absences, an online meeting with a multi-disciplinary team of County Agencies will take place to provide connections and family context. Referrals to the MDT will come through “Help Me Grow” when attempts to connect the family are not successful in changing the school attendance pattern.
- School Attendance Review Boards (SARB) - Grade Span SARB boards will be trained in mediation strategies by the Shasta County Superior Court and in Restorative Practices for SARB Boards. Case managers will be identified for students who come to SARB and for the duration of the SARB contract. County Agencies & Community Organizations are integral to the success of each panel.
- Truancy Court - When student attendance has not improved with all previous efforts, students and their families will be summoned to court along with at least one representative of the school district or each student.

Throughout the school year, we will continue to analyze data through a County Attendance Quarterly Check-In process to learn about the students referred to “Help Me Grow” and the impact this support is having across the system, as well as needs for additional support, service, and/or intervention from county/community partners beyond what is currently available.

Our desire in moving to this strength-based model is to support families early in the absence cycle to change patterns of behavior before they are firmly set and to provide needed resources to families to give them the tools and support necessary to help make school attendance a priority for their children.

SHASTA COUNTY OFFICE OF EDUCATION
COUNTY WIDE INITIATIVE

GRADING FOR EQUITY

Over the course of the 2019-20 school year, author and educator, Joe Feldman from Crescendo Education Group came to Shasta County to raise awareness and commitment to improving the accuracy and equity of secondary teachers’ grading. From across Shasta County, there were 55 teachers and 25 administrators representing 18 middle and high schools and one elementary school that became Cohort 1 of this important area of focus. Cohort 1 educators participated in a series of workshops and support to build their capacity to implement equitable grading and assessment practices. Teachers were asked to select one grading practice to change and then through Action Research to assess the impact of that change with both quantifiable and qualitative data. Teachers received support in online sessions where teachers who changed the same grading practice were online together. Teachers returned to each Professional Learning Session to share the impact of the change on both students and on themselves. Many teachers ended up changing several grading practices over the course of the year as they learned of grading practices that are mathematically accurate, that value knowledge, and that support hope and a growth mindset. It was great to hear teachers share the impact on reducing stress, building hope, and changing the focus from “points” to true learning. This year, we continued this important work with a new Cohort of teachers and administrators, building to create a larger group of educators from each school who is applying these grading practices within their courses. It is exciting to see the impact of this work already taking hold in Shasta County!
INSTRUCTIONAL SERVICES

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

Institutional 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 services such as preschool, juvenile court school, after school programs, Special Education classes, Independent Study School, administrative credentialing, countywide counseling services, safety-plan development, 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, Institutional Services is uniquely positioned to share information from state level committees and the California Department of Education with schools, districts, and counties 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.

More information can be found on the web page: https://www.shastaoc.org/instructional-services-division.

PROFESSIONAL LEARNING AND LEADERSHIP SUPPORT SERVICES

The Shasta County Office of Education Professional Learning and Leadership Support Services Department provides guidance, support and high-quality professional development to help our districts develop effective instructional systems that support students in our schools. Department staff members work with teachers, instructional coaches, and education leaders at both the school and district levels to develop the knowledge and skills needed to engage in a systematic and sustainable improvement process. The principles of improvement guide our work with districts in Shasta County identified for Differentiated Assistance and our work as a Geographic Lead Agency for California’s System of Support. The shift to understanding the system and exploring options for improvement is a hoped for direction for positive change. As we provide professional learning opportunities for teachers, paraprofessionals, and administrators, we are building some improvement principles into the application of new knowledge as we ask, “What did you learn today that you will try? What are you hoping it will accomplish? What evidence will you gather to know whether it was an improvement?” Additional services include support for the development and the implementation of the Local Control Accountability Plan (LCAP), federal entitlement programs that include Title I, II, III, IV and V, 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.

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT (TITLE IV)

Shasta County Office of Education worked cooperatively with 18 small, rural districts and charter schools in Shasta County to enact the shared mission of creating a healthy and safe school environment for all students by focusing on social emotional learning systems and strategies. Core grant activities were designed to align professional learning to the Quality Professional Learning Standards focused on developing educators’ attributes, beliefs, and dispositions to ensure that all students have differentiated support to meet content and performance expectations, and are ready for college and careers. Activities supported educators in building flexible pathways and processes for students: inclusive classrooms, alternative programs, as well as playgrounds. Additionally, activities aimed to increase educators’ capacity to strengthen students’ participation, engagement, connection and sense of belonging. Overall, schools are sharing that participation and implementation of grant programs and activities has had considerable positive impact including improved culture and positive relationships among peers and staff as well as a reduction in suspension and chronic absenteeism.

TRUNFRM INFORMED PRACTICES

Trauma Informed Practices are the link to social/ emotional success for anyone who has experienced toxic stress and trauma. These practices help everyone to be better regulated, which decreases challenging behavior, and promotes social/emotional success across the community.

At Shasta County Office of Education, our trainers are certified through The Trauma Academy, (The Neuro-sequential Model of Education) Relationship and regulatory.

CAREER LESSONS

In August of 2019, California Department of Education (CDE) took a giant leap forward in promoting awareness and data with regard to post-secondary enrollment. Now counties and districts can explore their graduates’ enrollment in California’s community colleges, California State University (CSU), and University of California (UC). The data CDE provides is a result of combined efforts between CalPads and National Student Clearinghouse. The data can be disaggregated by student groups and gender which is especially helpful for school counselors and administrators when setting program goals and in the identification of Tier 2 interventions. The most recent data available is for the class of 2018.

In consideration of our county’s post-secondary enrollment data and the fact that 2018 Census reported only 22% percent of our citizens age 25+ have at least a Bachelor’s Degree as compared to California’s average of 33.3%, (Census Quick Facts) we need to be intentional with the introduction to career development in elementary school so that students and families can start building awareness of career opportunities and the education/training required.

In light of our post-secondary enrollment and educational attainment, Superintendent Flores contracted with Hatching Results, LLC to develop a College & Career Curriculum for Shasta County Office of Education (SCOE). The names of lessons for each grade level are listed below. Please contact Becky Love for questions.

The lessons were developed for teachers and/or school counselors to deliver and come from state level committees and the California Department of Education with schools, districts, and counties 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.

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In light of our post-secondary enrollment and educational attainment, Superintendent Flores contracted with Hatching Results, LLC to develop a College & Career Curriculum for students in grades 4-8. Hatching Results, LLC developed 12 lessons that are evidence based and standards aligned.

Design of the lessons also considered our rural community and our high number of first generation college students. The lessons were developed for teachers and/or school counselors to deliver and come with a detailed lesson plan, engagement activities, and pre/post assessments. The scope and sequence provides embedded links to all documents and can be accessed through a shared drive within SCE. The names of lessons for each grade level are listed below. Please contact Becky Love for access/training for the lessons below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lesson Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>4th</td>
<td>Job vs Career</td>
<td>Interest Profiler, Exploring Industry Sectors, Grades Matter, High School Curriculum Choices</td>
</tr>
<tr>
<td>5th</td>
<td>Growth Mindset</td>
<td>Exploring California's College Systems, Degree Matching, Connecting with My Community</td>
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<tr>
<td>6th</td>
<td>Virtual Tours</td>
<td>Grit &amp; Goal Setting, Making Money Choices</td>
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SHASTA COUNTY OFFICE OF EDUCATION
PROGRAMS AND SERVICES continued

EARLY CHILDHOOD SERVICES DEPARTMENT

Under the leadership of Executive Director, Renee Menefee, the Early Childhood Services (ECS) Department is the central access point to providing education and support services for children, families, and early education professionals in various settings in Shasta County. ECS is a department of Instructional Services, and is composed of five separate divisions: Health and Nutrition, Early Education and Instruction, Inclusive Early Education, Family and Community Support Services, and Strategic Planning and Workforce Development. A few of the ECS programs include subsidized child care, resource and referral services, parent and provider trainings, part and full-day preschool programs, the Early Intervention Program, Help Me Grow, Bridges to School Success, Quality Counts North State, the Local Child Care and Development Planning Council and nutrition education.

Family and Community Support Services provide resources and referrals for children and families in need of developmental supports, including home based consultation and Triple P Parenting services. These services are funded by CalWORKS and are available to eligible families with children from birth to age three. Family and child care provider trainings are also available through Bridges to School Success.

The Health and Nutrition Services program provides nutrition education to family child care providers, including home based consultation and Triple P Parenting services. These services are funded by CalWORKS and are available to eligible families with children from birth to age three.

Inclusive Early Education and Support Division

Supports the Early Intervention Program who provide in-home services to children with solely low disabilities or multiple disabilities in coordination with the Early Childhood Care and Education Program. The division includes Bridges to School Success offering mental health support services to children and families receiving Early Intervention services.

The Early Education and Instruction Division

Provides programming and supervision for high-quality California State Preschools located at fifteen locations throughout Shasta County. The classrooms are primarily located on district campuses; ensuring a smooth transition for children as they move to TK or Kindergarten. Our curriculum provides 3-5 year old students with hands on learning experiences in math, science, literacy and social skills. We recognize each child as an individual and foster their learning style and development by providing multiple ways to learn new concepts. We value the uniqueness of each family and provide multiple ways for them to be involved. These include inclusions, Parent Advisory Council and Parents for teachers groups. We strive to serve every family with kindness and compassion.

Quality Counts North State

To progressively improve the quality in early childhood education in the North State, Early Childhood Services and First 5 Shasta continue to work as lead agencies of a group of northern counties, including Shasta, Modoc, Siskiyou, Trinity, Glenn, Tehama, and Lassen. The North State Quality Counts Consortium, provides 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 Counts California grant funding from both California Department of Education and First 5 California.

The mission of Shasta County LPC is to involve the community in supporting inclusive, 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 inclusive care, LPC is tasked with assessing local child care needs, developing a county-wide strategic plan, setting goals and 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.

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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 inclusive, 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.

When a focus on high-quality inclusive care, LPC is tasked with assessing local child care needs, developing a county-wide strategic plan, setting goals and 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.

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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 Northernmost corner of the State of California; a geographic region of over 30,000 square miles. Planned outcomes for the Region 2 Network are:

- Engage the interest of and partner with community leaders.
- Share practices worthy of attention and outcomes for the Region 2 Network are:
- Increase STEM interest and competencies of all students in Northern California and increase the number of students who pursue STEM-related careers.
- Strengthen quality of and expand access to STEM-related fields and to dive into hands-on, minds-on STEM activities while providing an ideal setting for local industry leaders to expose students to STEM-related careers and vocations.

The long-term goals are to:

- Build partnerships that connect existing education, business, and community assets to increase efficiency, innovation, scale, communications, 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.

Our long-term goals are to:

- 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 while providing an ideal setting for local industry leaders to expose students to STEM-related careers and vocations. The 6th event was held on November 15, 2019. There were 1,200 in attendance representing 32 schools and 8 counties. To see our plans for this year, visit the STEM Career Day website. To see a video summary of last year’s event click here.

KidSTEM Initiative

KidSTEM is a new initiative that will create an annual event in Shasta County. We will offer mini-events in 2021 and a major 1-day event for 4th graders in 2022. Events include reverse engineering, Rube Goldberg devices, spontaneous engineering design, planned engineering design, 3-D challenges (math), breakout edu (similar to an escape room), science fiction writing, traditional science inquiry/experimentation, and more. Equity is an essential component of this event, with less need for direct parent involvement to all students who pursue STEM-related careers.

Contact: (530) 245-0245

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, communications, 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.

SHASTA COUNTY INDEPENDENT STUDY

Shasta County Independent Study (SCIS) is a learning community that fosters a personalized approach. Our team works to assist students in reaching graduation goals and beyond, with a focus on developing readiness for both college and career. As an Independent Study, 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. SCIS 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 rigorous A-G academics, CORE subject matter, and elective opportunities.
- 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.
- Participate in a variety of on-site learning opportunities.
- Receive college and career counseling.
- Refer to community agencies as needed.

PROJECT SHARE

Project SHARE provides a variety of diverse enrichment activities and programs at twenty school sites serving TK-8th grade students, as well as one well-attended high school site. These include, but are not limited to, academics, sports and recreation, team building activities and events, as well as a heavy concentration of STEAM activities, such as Robotics, coding, making spaces, visual and performing arts, fine arts, engineering, and math. We also focus on youth development opportunities, such as community volunteering, career development, and more. Our academic activities focus on hands-on curriculum that is aligned to common core and use real world collaborative skills. We offer homework assistance as well as extensions of school day lessons.

NORTHERN SUMMIT ACADEMY-SHASTA (NSA)

The mission of Northern Summit Academy-Shasta (NSA) is to “provide a personalized approach to providing a standards-based education and career awareness and preparation to students who need the flexibility of independent study combined with the support of classroom teachers, classes, and an academic environment.”

Northern Summit Academy-Shasta is a WASC accredited, TK-12 Personalized Learning Public Charter School. The program is non-classroom based and provides academic support through tutoring, small group class instruction, peer activities, and learning center study time. The purpose of Northern Summit Academy-Shasta is to guide students to meet the complex challenges of the 21st century now and as they move forward into adulthood. NSA utilizes personalized, traditional and innovative materials and teaching methods. Students generally meet weekly with their teachers of record and approximately two thirds of the students choose to participate in one or more resource center classes each week.
Shasta County Office of Education

Programs and Services continued

FUTURE OF WHISKEYTOWN ENVIRONMENTAL SCHOOL

Although the future of the Whiskeytown Environmental School (WES) remains unclear, several positive steps have been taken in 2019-20 in terms of location, support, and initial planning. Following a National Park Service Safety Report that indicted that the dining hall and its attached offices were too dangerous to reoccupy, but the cabin area was safe for rebuilding, the SCOE Board declared “the former site of Whiskeytown Environmental School (at NEED Camp) to be its priority location.” Efforts to plan and provide resources coalesced into a group called WES Forever that met in the summer of 2019 and continues to meet and plan regularly. It is composed of representatives from Shasta County Office of Education (SCOE), the National Park Service, and two nonprofit groups (WES Community and Friends of Whiskeytown). A shared vision was developed and key agreements made for the desired return of WES to NEED Camp. Thanks to the fundraising of the Redding Host Lions, we were able to contract with an architectural firm to get cost estimates, camp and building designs, associated site graphics, and virtual flyovers to showcase the results. Once we have the cost and master plan, our nonprofits will begin the task of fundraising what will surely be millions of dollars. The SCOE deeply values the Whiskeytown Environmental School as a time-honored tradition for students and an asset to the community. The school models the highest standard for field-based science education, and fosters lifelong stewardship for our natural and cultural treasures. We are hopeful that the resilience of Shasta County and the love of this 50-year-old program will carry us into a new and better era of WES.

Schreder Planetarium

As an educational outreach of the Shasta County Office of Education, the planetarium captures the passion and curiosity of the universe from space to Earth. We continue to offer a double-feature public show every two weeks and they have sold out since August, 2016. Tickets are $8 each for public shows and field trips. Efforts are being made to raise funds to replace our aging projection and audio system.

Contact: (530) 225-0295
MTSS REGIONAL AND LOCAL UPDATE

MTSS within Shasta County

The Multi-Tiered System of Support (MTSS) grant within Region 2 will sunset in June of 2020. To recap, Orange County Office of Education (OCDE) in partnership with Butte County Office of Education, was awarded a $10 million grant that was 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 was 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 was rolled out statewide in order to sustain behavior and academic ports for the purpose of meeting the needs of all learners in the most inclusive environment. The primary objective of MTSS was to increase and improve services for all students. The MTSS initiative relied on strong administrative leadership, an integrated educational framework, family and community engagement, and inclusive policy structures and practices. Within the 3 years of the grant, Region 2 had 44 school/districts trained in this inclusive framework. As a result, participants deepened their knowledge of how to implement the MTSS framework to create equitable and inclusive learning environments for all.

ADMINISTRATIVE CREDENTIALING PROGRAMS

Shasta Leadership Academy - Tier 1 Program

Under Dr. Kim McKenzie’s leadership, the Tier I Administrator Credential Program continues to grow. This year we had 14 new candidates from Shasta County and the 8 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 10-month model is a blend of coursework and 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 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

A new requirement to the program is the California Administrator Performance Assessment (CalAPA). This assessment is taken in 3 parts and must be passed prior to the preliminary credential being granted. In the past 8 years our program has served over 180 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’s Tier 2 Induction program, in partnership with Association of California School Administrators (ACSA), is 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 2-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. 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 (CPSELs) in their daily work. Shasta County Office of Education in partnership with 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 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. Currently, we have 52 candidates enrolled in our induction program with 30 administrator coaches. We have 2 enrollment periods fall and winter for candidates to enroll in the program.
SHASTA OFFICE OF EDUCATION
OTHER SERVICES OFFERED

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 developed a Makerspace 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.

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.” The school is proud to utilize a nationally known STEM curriculum called “Project Lead the Way” and has developed a Makerspace 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.

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SHASTA COUNTY SCHOOL ATTENDANCE REVIEW BOARD (SARB)

Shasta County Office of Education has continued an ongoing commitment to both local and county School Attendance Review Boards (SARBs). County and local SARBs were established by Education Code 48321 in order to:

- maximize the use of all available resources and services
- avoid unnecessary duplication of resources to resolve attendance and behavior problems;
- and
- divert students from the juvenile justice system with school-related problems.

The Shasta County Office of Education County SARB provides services to all local school districts to support the reduction of truancy and behavior problems within the elementary, middle school, and high school programs. The goal is to return students to positive attendance and behavior through an early intervention process utilizing positive messaging, sending letters, making phone calls, utilizing local community resources, and parent meetings to find solutions to resolve the issues hindering school attendance and behavior. Our local SARB boards review all available interventions to be held prior to bringing a student to the SARB Board. A School Attendance Review Team (SART), Student Study Team (SST), Student Success Team (SST), and Behavior Intervention Plan (BIP), are some examples of pre-SARB meetings held to offer all available services to the family prior to SARB.

Our County SARB Board consists of individuals from the Shasta County Office of Education, Law Enforcement, District Attorney’s Office, Probation, Health and Human Services, Youth Service Providers, Public Defender’s Office, and members of the community.

The SARB process serves students by recommending changes in the school program, directing the student and/or family to counseling, connecting them to community resources, tutoring if needed, alternative teacher assignments when appropriate, education, and support in navigating roadblocks creating the attendance or behavior problems and ultimately referring to the court system if the attendance problem is not successfully resolved.

Ed Code 48321 guides the work of the County SARB. According to California Department of Education’s website: Although the goal of SARBs is to keep students in school and provide them with a meaningful educational experience, SARBs do have the power, when necessary, to refer students and their parents or guardians to court.

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 and charter schools in Shasta County.

The Governing Board of each district and many of the charter schools in Shasta County are 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 special education programs.
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 open for their future following high school, 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 schools through this work, we have heavily invested our staff in the work of the Reach Higher Shasta initiatives.

EARLY CHILDHOOD COMMITTEE
The Reach Higher Shasta- Early Childhood Committee (RHS-ECC) has broadened the member group as it fully merged with the Local Childcare and Development Planning Council. This merger allows for input and guidance from a dynamic blend of community representatives including Health and Human Services, Shasta Head Start, State Preschool, Resource and Referral, business owners, family childcare providers, private center childcare providers, Fair Northern Regional Centre, Rowell Family Empowerment, First 5 Shasta and KIXE.

RHS-ECC is in the process of developing the “Next Stop Preschool” guide. This guide will provide families with information on how to select a program that best meets their child and family’s needs and interests, how to prepare for preschool, what to expect, and ways to make the transition more successful. In addition, RHS-ECC is in the process of developing the Preschool Readiness Snapshot to align with the Kindergarten Readiness Snapshot. The preschool version will allow preschool teachers to quickly assess the developmental skill level of the children entering their program and again as they transition out. The data collected will allow teachers to further individualize goals and curriculum to support each child’s developmental, and program administrators input on professional development training plans. The data from each child’s outgoing Preschool Readiness Snapshot can be used in conjunction with the Kindergarten Readiness Snapshot to assess “summer-slide”, informing RHS-ECC potential areas of future focus.

ATTEND TO ACHIEVE CAMPAIGN 2020
Launching in August, the Attend to Achieve Campaign began with two promotional videos airing on KIXE and available for viewing on school websites; in addition, advertising on RABA buses and bus stop shelters gained the attention of the public. Schools ordered free print materials such as flyers, rack cards, and posters which were used in paper and digital formats. Each month had a slogan:
August/September: Attend to Achieve: Make it Routine
October: Absences Add Up
November/December: How Sick is Too Sick?
January: New Year’s Resolution: Attend All Day, Every Day
February: Every Day is a Great Day to Learn
March: A good night’s rest = a good day of learning
April: Spring Fever is not an excused absence
May: End the school year strong (show up)

As of February 2020, countywide data showed better overall attendance rates among Shasta County Schools, with some of the most significant improvement occurring in the primary grades, which had been an area of concern in the past, particularly Kindergarten. While the end of the 2019-2020, and the upcoming 2020-21 school years may be atypical due to COVID-19, schools now have the resources and tools to effectively promote positive school attendance, whether it be in-person or virtual learning that is taking place.

SECONDARY COMMITTEE
In 2019-20, administrators and counselors from across Shasta County middle and high school participated with two goals in mind:
1. To improve the eighth to ninth grade transition for students in three areas: attendance, behavior, and course outcomes; and
2. To track the success of students from middle school through high school and beyond.

Part of each session, administrators shared the names of students who are struggling in attendance, behavior, and/or grades so that we can consider ways to better support students in this transition between eighth and ninth grades.

In the next two to three years to improve outcomes for our middle and high school students.

COUNSELING INITIATIVE
We are completing the fourth year of the Reach Higher Shasta (RHS)/Counseling Initiative. We’ve had a lot to celebrate this year! The school counselors and administrators received a Golden Bell Award for Student Support Services sponsored by the California School Boards Association. The RHS Counseling Initiative was the first county wide school counseling program to have ever received a Golden Bell Award in the 40 years of the program’s existence.

Another celebration has been that the Shasta County Office of Education (SCOE) has become the 4th of 58 county offices of education to promote a School Counselor of the Year recognition program. Tara Schwerdt, from West Valley High School has the honor of being named SCOE’s inaugural School Counselor of the Year. Tara’s picture and School Counselor of the Year plaque has been placed alongside the Teacher of the Year plaque in the main hall at the SCOE downtown office. Tara is also featured on the SCOE’s website under recognition.

The RHS Counseling Initiative team also has some impressive data to report! Due to our intentional efforts to promote post-secondary ready graduates, the RHS campuses boast a 70.1% Prepared status on the College/Career Readiness Indicator (CCI) for the 2019-20 School Dashboard. The chart below demonstrates our phenomenal growth from 2017-2019 in promoting college/career readiness and how we have outperformed the state average each year!

When COVID-19 forced school closures, a Shasta County School Counselor Collaborative was established and the first meeting held on March 20th. The SCSCC has provided an opportunity for school counselors spanning across grades K-12 to collaborate with regard to creating virtual school counseling programs, sharing updates at the local, state, and national levels, as well as celebrating school counselors’ efforts in providing virtual support through hes-
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.

“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 or http://reddingschools.net/summer-reading-programs/

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 on-line portal. The Career Connections application makes the match and helps connect the volunteer with the school. For more info, visit http://www.reachhighershasta.com and click on the Initiatives tab.

To date there are over 100 businesses registered, 175 volunteers, and 40 internships for students as part of this experience. Increased marketing is underway to ensure that teachers, parents, and students know about the opportunities that are available.

THE SHASTA PROMISE
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 following institutions of higher education: Chico State University, College of the Siskiyous, National University, Shasta College, Simpson University, and Southern Oregon University. The expressed goal of The Shasta Promise is to guarantee enrollment for 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 http://www.reachhighershasta.com/ and click on the Initiatives tab.
2020 EMPLOYEES OF THE YEAR

SCHOOL COUNSELOR

TARA SCHWERDT
West Valley High School

Tara has been a leader in our countywide efforts (Reach Higher Shasta Counseling Initiative) to create a model of school counseling that provides knowledge and support for all students. She has led efforts at West Valley High School that have created system changes and increased options for students as they graduate. Tara is passionate about this work and a real advocate for students.

TEACHERS

Elementary School
BRITTANY JONES
North State Aspire Academy

Middle School
KATHERINE CONWAY
Sequoia Middle School

High School
GAVIN SPENCER
Shasta High School

EDUCATORS

National Distinguished Principal of the Year
ROB EFFA
Grant Elementary School District

Shasta Cascade Section Cascade of Excellence Award
MINA ASMUS
Shasta County Office of Education

Shasta Cascade Section Cascade of Excellence Award
LARISSA RODRIGUEZ
Shasta County Office of Education

CLASSIFIED

Office and Technical
COLLETT STANGER
Shasta High School

Child Nutrition
ALTA MYRA MORRIS
Enterprise High School

Support Services & Security
BRANDY THORTON M’DANIEL
Shasta County Office of Education

Maintenance, Operations, and Facilities
DAVID BOYDSTUN
Redding School District

Para-Educator and Instructional Assistance
KIM BROWN
Boulder Creek Elementary

ADMINISTRATORS

Central Office
RENEE MENEFEE
Shasta County Office of Education

Elementary Principal
SHELLY CRAIG
Happy Valley Primary

Curriculum and Instruction
Kelly Rizzi
Shasta County Office of Education

Secondary Principal
KYLE TURNER
Central Valley High School
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

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
California Public Employee Retirement System Counseling is offered to all classified employees regarding retirement.
For Appointment email: shasta county calpers ca.gov
Questions: 1 (800) 225-7377

CALSTRS
California State Teacher Retirement System Counseling in retirement planning, completion, benefits, and options is offered to administrators and certificated employees from nine Northern California counties.
For Appointment: 1(800) 228-5453 ext. 3
Questions: 1(800) 228-5453

TRANSPORTATION
The Transportation Department provides pupil transportation services through contracts with 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: 11033 Greane Street Redding CA 96001
Contact: (530) 225-0340

INFORMATION TECHNOLOGY
The Information Technology department provides support for a wide array of technology to include advanced network design and management as well as hardware and applications support. The Shasta County Office of Education Network Operations Center hosts connectivity to the major telecommunications providers in our area, and manages and maintains a Wide Area Network for schools in Shasta County.
The Shasta County Office of Education also provides connectivity to the most robust research and education network infrastructure of any state in the nation. The multi-tiered, advanced network is a collaborative effort by:
- CENIC (Corporation for Education Network Initiatives in California) built and maintains the network.
- K12HSN (K-12 High-Speed Network) manages K-12 schools and districts participation on the network, and is funded by the California Department of Education.
- CalREN (California Research and Education Network) is the statewide network consisting of 14 hub sites and circuits linking to 72 K-12 node sites, 11 UC node sites, 24 CSU node sites, 111 community college node sites, as well as 6 private university node sites.

PROJECT SHARE
Professional development, monitoring, coordination, and leadership for after-school programs.
Contact: (530) 245-7830

SHASTA COUNTY OFFICE OF EDUCATION
PROGRAMS AND SERVICES

Safeschools
Shasta County Office of Education, in full 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 Educate
Provides a 10 Gbps shared connection (10,000 Mbps) for the Shasta County Office of Education node providing connectivity speed in California is approximately 25 Megabits per second (Mbps). The Shasta County Office of Education node provides a 10 Gbps shared connection (10,000 Mbps) for the districts.
Contact: (530) 229-8585

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 I Administrative Credential Program
Provides a comprehensive and coordinated program for individuals seeking a Preliminary Administrative Services Credential.
Contact: (530) 245-7833

Tier II Administrative Credential Program
Provides individualized coaching, support, and professional development for Tier II, Clear Administrative Services Credential candidates.
Contact: (530) 245-7833

Through These Grants and Programs, We Are Able to Offer More Services to Students and Teachers in Shasta County

Connectivity in California is approximately 25 Megabits per second (Mbps). The Shasta County Office of Education node provides a 10 Gbps shared connection (10,000 Mbps) for the districts. Statistics to attract educators to our region include a higher than average income and lower than average housing costs, not to mention the many geographic features such as lakes, rivers, mountains and oceans. Efforts have established outreach to over 500 candidates and will have long-lasting impact on the provision of quality education for north state youth.
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.

For more information about these programs, please visit our website at www.shastacoed.org. The general information line for our main office is (530) 225-0200.

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

### FINGERTIP FACTS IN EDUCATION FOR SHASTA COUNTY

#### The following figures are from 2019-20:

<table>
<thead>
<tr>
<th>Number of Public Schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>39</td>
</tr>
<tr>
<td>Middle School/Junior High</td>
<td>9</td>
</tr>
<tr>
<td>High School</td>
<td>8</td>
</tr>
<tr>
<td>Charter</td>
<td>30</td>
</tr>
<tr>
<td>Continuation High</td>
<td>4</td>
</tr>
<tr>
<td>Regional Occupation Programs</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>77</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>

#### Ethnic Distribution of Students

<table>
<thead>
<tr>
<th>African American, not Hispanic (1.2%)</th>
<th>335</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native (3.8%)</td>
<td>1,032</td>
</tr>
<tr>
<td>Asian (3.4%)</td>
<td>933</td>
</tr>
<tr>
<td>Filipino (0.3%)</td>
<td>70</td>
</tr>
<tr>
<td>Hispanic or Latino (16.0%)</td>
<td>4,346</td>
</tr>
<tr>
<td>Pacific Islander (0.4%)</td>
<td>96</td>
</tr>
<tr>
<td>White, not Hispanic (66.8%)</td>
<td>18,108</td>
</tr>
<tr>
<td>No Response (1.4%)</td>
<td>373</td>
</tr>
<tr>
<td>Two or more races, Not Hispanic (6.7%)</td>
<td>1,823</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27,116</td>
</tr>
</tbody>
</table>

Shasta County Office of Education Programs

- Whiskeytown Environmental School (WES) 457
- Grades 5-6 4 Week Long Program 0
- Schools Participating (Grades 5-6) 11
- Schools Participating (Grades K-4) 0
- Shreder Planetarium
  - Attendees (ages 2-55+) 2,653
- Number of Groups Participating 53
- Early Childhood Service
  - Full-Day Preschool 90
  - Part-Day Preschool 394
  - School Age 0
- Special Education (Ages 0-22) 43
- Juvenile Court School 0
- Independent Study 127
- Project SHARE (after school program) 2,539

### 2019/2020 Average LCFF Revenues

<table>
<thead>
<tr>
<th>School District</th>
<th>LCFF Revenue (Per Unit of Average Daily Attendance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School District</td>
<td>$9,708</td>
</tr>
<tr>
<td>High School District</td>
<td>$10,267</td>
</tr>
<tr>
<td>Unified School District</td>
<td>$11,062</td>
</tr>
</tbody>
</table>

### 2019/2020 Average Revenue Sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Revenue (74.9%)</td>
<td>$10,062</td>
</tr>
<tr>
<td>State Sources (8.5%)</td>
<td>$1,701</td>
</tr>
<tr>
<td>Federal Income (5.5%)</td>
<td>$730</td>
</tr>
<tr>
<td>Local Sources</td>
<td>$1,701</td>
</tr>
<tr>
<td>All Other Sources</td>
<td>$187</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$14,503</td>
</tr>
</tbody>
</table>

### 2019/2020 Current Average Cost of Education

<table>
<thead>
<tr>
<th>School District</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School District</td>
<td>$13,406</td>
</tr>
<tr>
<td>High School District</td>
<td>$14,348</td>
</tr>
<tr>
<td>Unified School District</td>
<td>$15,794</td>
</tr>
</tbody>
</table>

### Institutions of High Learning

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Colleges</td>
<td>1</td>
</tr>
<tr>
<td>Private Colleges</td>
<td>4</td>
</tr>
<tr>
<td>Satellite University Campus</td>
<td>1</td>
</tr>
</tbody>
</table>

**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.
In 2019, **Shasta County** had 39% of students meet and exceed standard in English Language Arts while California had 51%. In 2019, Shasta County had 39% of students meet and exceed standard in math while California had 40%.

**SBAC Math Data by Grade Level**

- **Shasta County** had 39% of students meet and exceed standard in math while California had 40%.
- **Shasta County** had 49% of students meet and exceed standard in 2019 while California had 51%.

**SBAC Math Data**

- **Grade 3**: Shasta County 39%, California 40%
- **Grade 4**: Shasta County 37%, California 42%
- **Grade 5**: Shasta County 32%, California 38%
- **Grade 6**: Shasta County 29%, California 33%
- **Grade 7**: Shasta County 25%, California 30%
- **Grade 8**: Shasta County 23%, California 28%
- **Grade 11**: Shasta County 19%, California 20%
CELEBRATING SHASTA COUNTY’S ACADEMIC SUCCESS

SBAC English Language Arts Data - **Shasta County** had 49% of students meet and exceed standard in 2019 while **California** had 51%.

In 2019, **Shasta County** had 49% of students meet and exceed standard in English Language Arts while **California** had 51%.

**SBAC Math Data** - **Shasta County** had 39% of students meet and exceed standard in 2019 while **California** had 40%.

**SBAC English Language Arts**
Percentage of Students Meeting/Exceeding Standard in 2019

- **Shasta County** had 49% of students meet and exceed standard in 2019 while **California** had 51%.
- **Shasta County** had 39% of students meet and exceed standard in 2019 while **California** had 40%.
The 2019 California Child Care Portfolio, the 12th 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.

**PEOPLE**

<table>
<thead>
<tr>
<th>People</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2018</td>
<td>Change</td>
</tr>
<tr>
<td>Total number of residents</td>
<td>176,208</td>
<td>178,262</td>
</tr>
<tr>
<td>Number of children 0-12</td>
<td>20,616</td>
<td>22,190</td>
</tr>
<tr>
<td>Under 2 years</td>
<td>4,028</td>
<td>4,070</td>
</tr>
<tr>
<td>2 years</td>
<td>2,012</td>
<td>2,015</td>
</tr>
<tr>
<td>3 years</td>
<td>1,980</td>
<td>2,078</td>
</tr>
<tr>
<td>4 years</td>
<td>1,911</td>
<td>2,141</td>
</tr>
<tr>
<td>5 years</td>
<td>2,032</td>
<td>2,130</td>
</tr>
<tr>
<td>6-10 years</td>
<td>10,410</td>
<td>10,442</td>
</tr>
<tr>
<td>11-12 years</td>
<td>4,243</td>
<td>4,315</td>
</tr>
</tbody>
</table>

**Labor Force**

<table>
<thead>
<tr>
<th>Labor Force</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2018</td>
<td>Change</td>
</tr>
<tr>
<td>Two-parent families, both parents in labor force</td>
<td>5,607</td>
<td>6,313</td>
</tr>
<tr>
<td>Single parent families, parent in labor force</td>
<td>4,492</td>
<td>4,515</td>
</tr>
</tbody>
</table>

*Due to the availability of data in the U.S. Census Bureau’s ACS, these numbers do not include unmarried two-parent families or families with same-sex parents.

**POVERTY**

<table>
<thead>
<tr>
<th>Poverty</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2018</td>
<td>Change</td>
</tr>
<tr>
<td>Number of people living in poverty</td>
<td>30,786</td>
<td>30,647</td>
</tr>
<tr>
<td>Children 0-5 living in poverty</td>
<td>3,916</td>
<td>2,241</td>
</tr>
<tr>
<td>Children in subsidized care</td>
<td>1,757</td>
<td>1,687</td>
</tr>
</tbody>
</table>

**FAMILIES IN POVERTY IN 2018**

<table>
<thead>
<tr>
<th>Families in Poverty</th>
<th>County</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2018</td>
<td>Change</td>
</tr>
<tr>
<td>Income Eligible Family Without Subsidy</td>
<td>32,522</td>
<td>32,647</td>
</tr>
<tr>
<td>Income Eligible Family With Subsidy</td>
<td>32,522</td>
<td>32,647</td>
</tr>
<tr>
<td>Median Family Income</td>
<td>5,525,524</td>
<td>5,525,524</td>
</tr>
</tbody>
</table>

**CHILD CARE AND FAMILY BUDGETS**

<table>
<thead>
<tr>
<th>Family &amp; Child Data</th>
<th>Income Eligible Family Without Subsidy</th>
<th>Income Eligible Family With Subsidy</th>
<th>Median Family Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>$54,027 Annual Income</td>
<td>$54,027 Annual Income</td>
<td>$67,217 Annual Income</td>
<td></td>
</tr>
<tr>
<td>22% 16% 16% 47%</td>
<td>22% 16% 16% 47%</td>
<td>17% 16% 57%</td>
<td></td>
</tr>
</tbody>
</table>

**Shasta County**

**Family & Child Data**

**Child Care Data**

**AGE/TYPE**

<table>
<thead>
<tr>
<th>Child Care Supply</th>
<th>Licensed Child Care Centers</th>
<th>Licensed Family Child Care Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2019</td>
<td>Change</td>
</tr>
<tr>
<td>Total number of spaces</td>
<td>3,519</td>
<td>3,522</td>
</tr>
<tr>
<td>Under 2 years</td>
<td>305</td>
<td>311</td>
</tr>
<tr>
<td>2-5 years</td>
<td>2,758</td>
<td>2,850</td>
</tr>
<tr>
<td>6 years and older</td>
<td>476</td>
<td>361</td>
</tr>
<tr>
<td>Total number of sites</td>
<td>83</td>
<td>73</td>
</tr>
</tbody>
</table>

**70%** Child care programs participating in the Child Care Food Program

**45%** Child care centers with one or more federal/state/local contracts

**SCHEDULE AND COST**

**CHILD CARE SUPPLY**

<table>
<thead>
<tr>
<th>Child Care Supply</th>
<th>Licensed Child Care Centers</th>
<th>Licensed Family Child Care Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2019</td>
<td>Change</td>
</tr>
<tr>
<td>Full-time and part-time spaces</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Only full-time slots</td>
<td>12%</td>
<td>28%</td>
</tr>
<tr>
<td>Only part-time slots</td>
<td>28%</td>
<td>2%</td>
</tr>
<tr>
<td>Sites offering evening, weekend or overnight care</td>
<td>0%</td>
<td>38%</td>
</tr>
<tr>
<td>Annual full-time infant care</td>
<td>511,723</td>
<td>56,481</td>
</tr>
<tr>
<td>Annual full-time preschool care</td>
<td>58,688</td>
<td>57,879</td>
</tr>
</tbody>
</table>

**MAJOR REASONS FAMILIES SEEK CHILD CARE**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>4%</td>
</tr>
<tr>
<td>Parent seeking employment</td>
<td>3%</td>
</tr>
<tr>
<td>Parent in school or training</td>
<td>1%</td>
</tr>
</tbody>
</table>

**LANGUAGE**

**CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES**

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100%</td>
</tr>
<tr>
<td>Chinese</td>
<td>18%</td>
</tr>
<tr>
<td>Sign Language</td>
<td>5%</td>
</tr>
</tbody>
</table>

**FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES**

<table>
<thead>
<tr>
<th>Language</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100%</td>
</tr>
<tr>
<td>Spanish</td>
<td>10%</td>
</tr>
<tr>
<td>Sign Language</td>
<td>4%</td>
</tr>
</tbody>
</table>

For more information about child care in SHASTA COUNTY: Early Childhood Services Shasta County Office of Education 530-225-2999 www.shastaco.org

The 2019 Child Care Portfolio is produced by the California Child Care Resource & Referral Network | (415) 882-0234 www.rrnetwork.org
SHASTA COUNTY OFFICE OF EDUCATION
GENERAL FUND SUMMARY

ANALYSIS OF ACTUAL 2019-20 REVENUES SOURCES

- LCCF Sources, 32%
- Interagency & Local, 32%
- Other State Inc, 27%
- Transfers in & Other Sources, 0%
- Federal Income, 9%

ANALYSIS OF ACTUAL 2019-20 EXPENDITURES BY OBJECT CATEGORY

- Classified Salaries, 32.7%
- Employee Benefits, 23.0%
- Books & Supplies, 5.1%
- Services & Other Operating, 19.9%
- Capital Outlay, 3.9%
- Certificated Salaries, 14.7%
- Other Outgo, 0.8%

ANALYSIS OF ACTUAL 2019-20 EXPENDITURES BY PROGRAM

- Special Education, 24.9%
- Pre K & Childcare, 0.3%
- Services to Districts, 12.4%
- Other Instruc. Services, 12.9%
- Undistributed, 18.3%
- Community Service, 7.9%
- NonAgency, 7.9%
- Court & Community School, 2.6%

ANALYSIS OF ACTUAL 2019-20 EXPENDITURES BY FUNCTION

- General Admin, Board & Supt, 24.2%
- Instruction & Instr Related Svc, 32.2%
- Maint, Ops & Facilities, 8.7%
- Pupil Services, 25.3%
- Transfers to Districts, 0.4%
- Ancillary & Community Services, 0.0%
- Debt Service & Interfund Trans, 0.4%

THE INFORMATION PROVIDED BELOW IS FOR THE SHASTA COUNTY OFFICE OF EDUCATION’S 2019-20 GENERAL FUND. THIS DATA DOES NOT INCLUDE INFORMATION FOR SCHOOL DISTRICTS, AS THEY HAVE THEIR OWN BUDGETS.
# Shasta County School Districts and Superintendents

<table>
<thead>
<tr>
<th>School District</th>
<th>Superintendent</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson Union High</td>
<td>Victor Hopper</td>
<td>(530) 378-6568</td>
<td><a href="http://www.auhsd.net">www.auhsd.net</a></td>
</tr>
<tr>
<td>Black Butte Union Elementary</td>
<td>Don Audey</td>
<td>(530) 474-3125</td>
<td><a href="http://www.blackbutte12.ca.us">www.blackbutte12.ca.us</a></td>
</tr>
<tr>
<td>Cascade Union Elementary</td>
<td>Jason Provence</td>
<td>(530) 378-7000</td>
<td><a href="http://www.csusd.com">www.csusd.com</a></td>
</tr>
<tr>
<td>Castile Rock Union Elementary</td>
<td>Autumn Funk</td>
<td>(530) 235-0701</td>
<td><a href="http://www.castilerockschool.net">www.castilerockschool.net</a></td>
</tr>
<tr>
<td>Columbia Elementary</td>
<td>Clay Ross</td>
<td>(530) 223-1915</td>
<td><a href="http://www.columbiasd.com">www.columbiasd.com</a></td>
</tr>
<tr>
<td>Cottonwood Union Elementary</td>
<td>Doug Green</td>
<td>(530) 347-3165</td>
<td><a href="http://www.cwusd.com">www.cwusd.com</a></td>
</tr>
<tr>
<td>Enterprise Elementary</td>
<td>Brian Winstead</td>
<td>(530) 224-4100</td>
<td><a href="http://www.enterpriseschool.org">www.enterpriseschool.org</a></td>
</tr>
<tr>
<td>Fall River Joint Unified</td>
<td>Merrill Grant</td>
<td>(530) 335-4646</td>
<td><a href="http://www.frusd.org">www.frusd.org</a></td>
</tr>
<tr>
<td>Gateway Unified</td>
<td>Jim Harrell</td>
<td>(530) 245-7900</td>
<td><a href="http://www.gatewayschools.org">www.gatewayschools.org</a></td>
</tr>
<tr>
<td>Grant Elementary</td>
<td>Rob Effa</td>
<td>(530) 244-4952</td>
<td><a href="http://www.grantelementary.com">www.grantelementary.com</a></td>
</tr>
<tr>
<td>Happy Valley Union Elementary</td>
<td>Helen Herd</td>
<td>(530) 357-2134</td>
<td><a href="http://www.hvusd.org">www.hvusd.org</a></td>
</tr>
<tr>
<td>Igo-ono-Platina Union Elementary</td>
<td>Rob Adams</td>
<td>(530) 225-0011</td>
<td><a href="http://www.ipusd.org">www.ipusd.org</a></td>
</tr>
<tr>
<td>Indian Springs Elementary</td>
<td>Clark Redfield</td>
<td>(530) 337-6219</td>
<td><a href="http://www.indianspringschool.org">www.indianspringschool.org</a></td>
</tr>
<tr>
<td>Junction Elementary</td>
<td>Clay Ross</td>
<td>(530) 547-3274</td>
<td><a href="http://www.junctionschool.net">www.junctionschool.net</a></td>
</tr>
<tr>
<td>Millville Elementary</td>
<td>Mindy DeSantis</td>
<td>(530) 547-4471</td>
<td><a href="http://www.millvilleschool.net">www.millvilleschool.net</a></td>
</tr>
<tr>
<td>Mountain Union Elementary</td>
<td>Clay Ross</td>
<td>(530) 337-6214</td>
<td><a href="http://www.mrs.shastacoe-ca.schoolloop.org">www.mrs.shastacoe-ca.schoolloop.org</a></td>
</tr>
<tr>
<td>North Cow Creek Elementary</td>
<td>Kevin Kurtz</td>
<td>(530) 547-4488</td>
<td><a href="http://www.northcowcreek.org">www.northcowcreek.org</a></td>
</tr>
<tr>
<td>Oak Run Elementary</td>
<td>Misti Livingston</td>
<td>(530) 472-3241</td>
<td><a href="http://www.oakrunschool.org">www.oakrunschool.org</a></td>
</tr>
<tr>
<td>Pacheco Union Elementary</td>
<td>Katy Pearce</td>
<td>(530) 224-4599</td>
<td><a href="http://www.pacheco172.ca.cs">www.pacheco172.ca.cs</a></td>
</tr>
<tr>
<td>Redding Elementary</td>
<td>Rob Adams</td>
<td>(530) 225-0011</td>
<td><a href="http://www.reddingschools.net">www.reddingschools.net</a></td>
</tr>
<tr>
<td>Shasta Trinity ROP</td>
<td>Charlie Hoffman</td>
<td>(530) 246-3302</td>
<td><a href="http://www.shastatrinity.org">www.shastatrinity.org</a></td>
</tr>
<tr>
<td>Shasta Union Elementary</td>
<td>Rob Adams</td>
<td>(530) 225-0011</td>
<td><a href="http://www.shastauunionschool.com">www.shastauunionschool.com</a></td>
</tr>
<tr>
<td>Shasta Union High</td>
<td>Jim Cloney</td>
<td>(530) 241-3261</td>
<td><a href="http://www.shusd.org">www.shusd.org</a></td>
</tr>
<tr>
<td>Whitmore Union Elementary</td>
<td>Cindy Gonzalez</td>
<td>(530) 472-3243</td>
<td><a href="http://www.wusd.org">www.wusd.org</a></td>
</tr>
</tbody>
</table>

# Shasta County Charter Schools

<table>
<thead>
<tr>
<th>Charter School</th>
<th>Sponsor</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson New Technology High School (Grades 9-12)</td>
<td>Anderson Union High School District</td>
<td>(530) 365-3100</td>
<td><a href="http://www.suhsd.net/andersonnewtechnologyhighschool_home.aspx">www.suhsd.net/andersonnewtechnologyhighschool_home.aspx</a></td>
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<tr>
<td>Chrysalis Charter School (Grades K-8)</td>
<td>Sponsored by Shasta County Office of Education</td>
<td>(530) 547-9726</td>
<td><a href="https://www.chrysalischarterschool.com">https://www.chrysalischarterschool.com</a></td>
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<tr>
<td>Cottonwood Creek Charter School (Grades K-8)</td>
<td>Sponsored by Cottonwood Union School District</td>
<td>(530) 347-7200</td>
<td><a href="http://www.cottonwoodcreekcharter.com/">www.cottonwoodcreekcharter.com/</a></td>
</tr>
<tr>
<td>Pacific Academy (K-12)</td>
<td>Sponsored by Enterprise Elementary School District</td>
<td>(530) 224-4236</td>
<td><a href="https://pace.eesd.net/">https://pace.eesd.net/</a></td>
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<tr>
<td>Phoenix Charter Academy (Grades K-12)</td>
<td>Sponsored by Whitmore Union Elementary School District</td>
<td>(530) 222-9275</td>
<td><a href="https://www.pacua.org/">https://www.pacua.org/</a></td>
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<tr>
<td>Redding Collegiate Academy (Grades K-12)</td>
<td>Sponsored by Enterprise Elementary School District</td>
<td>(530) 224-4240</td>
<td><a href="https://sca.eesd.net/">https://sca.eesd.net/</a></td>
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<tr>
<td>Redding School of the Arts (Grades K-8)</td>
<td>Sponsored by Columbia Elementary School District</td>
<td>(530) 247-6933</td>
<td><a href="https://www.rsarts.org/">https://www.rsarts.org/</a></td>
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<tr>
<td>Redding STEM Academy (Grades K-8)</td>
<td>Sponsored by Shasta County Office of Education</td>
<td>(530) 225-5480</td>
<td><a href="https://www.rsarts.org/">https://www.rsarts.org/</a></td>
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<tr>
<td>Rock Point Charter School (Grades K-8)</td>
<td>Sponsored by Gateway Unified School District</td>
<td>(530) 225-0456</td>
<td><a href="https://rockypointcharter.com/">https://rockypointcharter.com/</a></td>
</tr>
<tr>
<td>Shasta Charter Academy (Grades 9-12)</td>
<td>Sponsored by Shasta Union High School District</td>
<td>(530) 245-2600</td>
<td><a href="https://www.shastacharteracademy.org/">https://www.shastacharteracademy.org/</a></td>
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<tr>
<td>Shasta View Academy (Grades K-12)</td>
<td>Sponsored by Whitmore Union Elementary School District</td>
<td>(530) 222-3861</td>
<td><a href="https://www.shastacounty">https://www.shastacounty</a> VIEWED/</td>
</tr>
<tr>
<td>Stellar Charter Tech/Home Study (Grades K-12)</td>
<td>Sponsored by Redding Elementary School District</td>
<td>(530) 245-7730</td>
<td><a href="http://stellar.reddingschools.net/">http://stellar.reddingschools.net/</a></td>
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<tr>
<td>Tree of Life International Charter (Grades K-4)</td>
<td>Sponsored by Cascade Union Elementary School District</td>
<td>(530) 378-7040</td>
<td><a href="https://www.treeoflife.school/">https://www.treeoflife.school/</a></td>
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<tr>
<td>University Preparatory School (Grades 6-12)</td>
<td>Sponsored by Shasta Union High School District</td>
<td>(530) 245-2790</td>
<td><a href="https://www.ups.suhsd.net/">https://www.ups.suhsd.net/</a></td>
</tr>
</tbody>
</table>

## Shasta County Public School Districts and Information as of August 1, 2020
HOURS OF OPERATION

SCHOOL YEAR
MONDAY - THURSDAY
7:30 AM - 4:00 PM

FRIDAY
7:30 AM - 12:00 PM

SUMMER
DUE TO COVID-19, WE ARE OPEN BY APPOINTMENT ONLY