

# Jackson Street School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Jackson Street School
<b>Street</b>	405 Jackson Street
<b>City, State, Zip</b>	Yreka, CA 96097
<b>Phone Number</b>	530-842-3561
<b>Principal</b>	Chris Harris
<b>E-mail Address</b>	charris@yrekausd.net
<b>Web Site</b>	www.yrekausd.net
<b>CDS Code</b>	47-70508-6050975

<b>District Contact Information</b>	
<b>District Name</b>	Yreka Union School District
<b>Phone Number</b>	530.842.1168
<b>Superintendent</b>	Dave Parsons
<b>E-mail Address</b>	dparsons@yrekausd.net
<b>Web Site</b>	www.yrekausd.net

### School Description and Mission Statement (School Year 2018-19)

#### Principal's Message

Jackson Street Elementary School serves students in fourth through eighth grades. Because of our large enrollment, we are able to offer a strong music program that includes band and choir in grades 5-8, general music to fourth grade, weekly science labs for fourth and fifth grades, one computer lab, a mobile lab of thirty Chrome Books for each classroom, a media center, a gymnasium, a multipurpose room, intramural and inter-scholastic competitive sports, a growing offering of elective classes and a strong physical education program.

The Yreka Union Elementary School District provides a strong academic program that is articulated across all grade levels. Our adoption committees meet regularly to review programs to ensure that we are aligned to the California State Standards. We also provide services to meet the needs of our Special Education population, English Language Learners (ELL), and Gifted and Talented Education (GATE) students. As a four-time recipient of the California Distinguished School Award and a Title I Academic Achievement Award, we are proud of the accomplishments of our Jackson Street School students, and will continue to provide a curriculum that produces articulate, confident, and skilled individuals.

Jackson Street School staff are committed to our student population and their families. We have a tiered approach to intervention for academics and behavior. Staff collaborates frequently to identify students that need extra support, and we work together to ensure we put students in the best possible situation for their success. This is a team effort that oftentimes is instigated through our SST process. Our RSP teachers address the students with the greatest needs, while our Title I-VI program coordinates nine paraprofessionals to address the next tier of students that need intervention.

In January of 2007, we began our Siskiyou After School for Everyone (SAFE) program, which provides after-school support for over 125 students daily. There is a required homework completion time, snack, and recreation. Specialty activities include a math club w/instruction, cooking, a large Wii computer gaming center as a reward, sewing, jazz band, guitar lessons, and organized games. The program operates from the time school ends until 6:00 PM every school day.

The Jackson Street School staff is committed to providing our students with the most current educational opportunities. The staff has been, and will continue to be, involved with professional development that focuses on the implementation of the Common Core State Standards. Additionally, with our partnership with ETS/College Options, we will continue to work with students to get each student on the path to a successful college and/or career.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 4</b>	111
<b>Grade 5</b>	115
<b>Grade 6</b>	125
<b>Grade 7</b>	103
<b>Grade 8</b>	96
<b>Total Enrollment</b>	550

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	16.2
Asian	2.5
Filipino	0.0
Hispanic or Latino	16.0
Native Hawaiian or Pacific Islander	0.0
White	58.2
Socioeconomically Disadvantaged	67.1
English Learners	3.6
Students with Disabilities	6.7
Foster Youth	2.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	30	30.5	55.5
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	3	3	1
Total Teacher Misassignments *	0	4	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** December, 2018

Core subject area committees of teachers and administrators meet to review textbooks and instructional materials for adoption. Adoptions are consistent with the content and cycles of the State Curriculum Frameworks. Current, Standards-based textbooks and instructional materials are purchased and assigned to all students. The District has affirmed that each pupil, including English Learners, have their own textbook to use in class. The Social Studies committee will be evaluating textbooks and materials for adoption to be used beginning in 2018-2019.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade 4-5-McGraw Hill-Wonders-2016 Grades 6-8-McGraw Hill-Study Sync-2016	Yes	0
<b>Mathematics</b>	Grades 4-5 Houghton Mifflin-GO Math-2015 Grades 6-8 College Preparatory Math (CPM)-2015	Yes	0
<b>Science</b>	Grade 4-5 Delta Full Option Science System (FOSS) Grade 6 CPO Earth Science Grade 7 CPO Life Science Grade 8 CPO Physical Science	Yes	0
<b>History-Social Science</b>	Grade 4-5 Teachers Curriculum Institute (TCI) Social Studies Alive! - 2018 Grade 6-8 Teachers Curriculum Institute (TCI) History Alive! - 2018	Yes	0
<b>Foreign Language</b>	N/A		0
<b>Health</b>	N/A		0
<b>Visual and Performing Arts</b>	N/A		0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Jackson Street School, formerly known as Yreka Elementary School, was originally built in 1949. In 1955, a multipurpose room and fourth wing were added. In 1961, the fifth wing and a music room were built. Our gymnasium—with a capacity of 1,386—was built in 1991. The campus is situated on approximately 11 acres, with grass fields and a large blacktop area for recreation. We have a track, ten basketball hoops, tetherball poles, and slides and bars for use.

Our media center is connected to one computer lab. The library and lab have a total of 35 computers, with Internet access for student use. Our library has approximately 15,000 books, with access to over 30,000 in our system. We actively use the Reading Counts program as an incentive to encourage students to read.

Jackson Street School is well maintained for its age. We have a dedicated custodial/ maintenance staff that keeps our site clean and orderly. Any items that need repair are listed on the maintenance request forms on our website and are completed in a timely manner. We have four full-time custodians—two work during the day, and two work at night. Our site has several flower and vegetable garden areas, maintained by individual classes and the SAFE program.

Yreka Union School District has a five-year Deferred Maintenance Plan to ensure that our campus continues to be in good working order. Recent additions include replacing a heating/cooling system in the music room as well as in a science room. We have worked on improving the irrigation for our large fields that are used by many in our school and greater community. Also, working cooperatively with outside agencies, we were able to build a regulation long/triple jump pit to be used by our physical education classes, as well as our athletic teams. Overall, we strive to provide a positive learning environment for our students. During the summer of 2017, our boiler heating system was upgraded to a much more efficient system that will operate with the previously installed propane system.

We are constantly looking for ways to improve our site and are committed to meet the challenging needs of our diverse population. All school sites have undergone modernization within the last three to 20 years. The buildings and restrooms are in good condition, cleaned daily, and adequate for the number of students served. The District participates in the State Deferred Maintenance program and has scheduled maintenance planned to ensure good repair of all facilities and grounds. School safety is a top priority at the District level, as well as at the site. Jackson Street School provides direct supervision from 7:45 A.M. until students leave at 3:00 P.M. Our day begins with all students who arrive before 8:15 A.M., congregating either in the multipurpose room or on the playground. These areas are staffed with adult supervisors. During recess, the individual classroom teacher monitors the students. No less than six adult aides supervise lunch/recess. The site administrators are also available on most days. At the end of the day, students walk home, are picked up by their parents, ride one of our four school buses, or attend the SAFE program. We provide an adult supervisor at the bus area, as well as two supervisors on the front steps and lawn area. Most days, an administrator is in front of the school and at the bus loading area.

Visitors on campus are required to stop at the office to register and receive identification badges. Proof of identification is requested if they are unknown to the office personnel. Visitors are also required to provide the reason for their visit. The entire staff is aware and on alert for anyone on campus without an identification badge. The district purchased the RAPTOR system to serve as a screening for all visitors on our campus.

Jackson Street School staff members are also required to do duck-and cover drills on a regular basis. Fire drills are held monthly. The District also has a Safety Committee that meets regularly, and each school site is required to perform monthly safety inspections. The school will also review and practice protocol and procedures for intruders and/or active shooters on campus.

All students are required to take part in the yearly bus evacuation drill. Each teacher is provided with an Emergency Guide that covers building evacuation, earthquake procedures, containment procedures, campus evacuation, and emergency numbers.

During the summer of 2007 fiber optic cabling was installed between the Siskiyou County Office of Education, Evergreen School, and Jackson Street School. During the summer of 2007, evaporative water coolers were added to wings 1, 2, and 3 to provide cooling during summer months, and two portable classrooms were re-carpeted. During the summer of 2008, the asphalt playground area was resurfaced. During 2009, major re-roofing was completed on several buildings at Jackson Street School. During the summer of 2011, the entire exterior of the facility was painted. The internet infrastructure was updated in 2012-2013 to support technology upgrades and wireless internet. A district-wide voice over internet phone system was installed in 2013-2014.

The playground was resurfaced in October, 2014. Propane tanks were installed and the heating system converted to propane in October, 2014. The drive-through parking area's asphalt was replaced with accessibility upgrades in July, 2015. Exterior cameras were installed in 2015-2016.

The school's boiler system was replaced during the summer of 2017 with a smaller, more energy efficient unit. The cost of the boiler project was paid for with Prop 39 funding. Plans for a new playground structure have been designed and installation should be complete by June 2018. Propane tanks were installed and a boiler conversion was completed for Rooms K-1 and K-2. Rubberized roofing was installed on portable classroom Room 28. Floor tile was replaced in Room 20 and in the Technology Coordinator's office due to water damage from a broken pipe. Lead testing was completed in December, 2017 and the results were negative.

A roof leak in room 5 was repaired in the spring of 2018.

A new playground structure was installed in the spring of 2018.

An electronic entry system was installed on two main exterior doors requiring school staff to electronically allow entry to all visitors in November, 2018.

Funding is allocated to address facility needs. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b> Year and month of the most recent FIT report: December, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Propane tanks installed and system conversion completed October, 2014. Boiler was replaced with energy efficient boiler paid for by Prop 39 funding. Heating unit installed in kitchen.
<b>Interior:</b> Interior Surfaces	Good	Cafeteria kitchen remodel and upgrade, July 2011. Interior of cafeteria painted, July 2011. Staff room painted and paneling installed, July 2014. Heating unit installed in January, 2018 to heat kitchen work space in cafeteria.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Alarm system installed in October, 2014.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Restrooms in the 4th, 5th, and 6th grade wings painted. Automatic faucets installed in sinks. Lead testing was completed in December, 2017 and the results were negative.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Exterior camera installation, 2015-2016.
<b>Structural:</b> Structural Damage, Roofs	Good	Roof replaced on portable classroom-Room 28. Roof leak repaired fro room 5, spring 2018.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior of school painted in July/August 2010. Concrete and blacktop to repair long jump pit and runway, July 2011. Playground resurfaced and resealed, August 2014. Drive-through parking lot asphalt replacement and accessibility upgrades, July 2015. Exterior cameras installed as a deterrent to vandalism during non-school hours. An electronic entry system was installed on two main exterior doors requiring school staff to electronically allow entry to all visitors.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December, 2018	
Overall Rating	Exemplary

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	45.0	42.0	44.0	41.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	34.0	34.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	548	98.21	41.79
Male	294	286	97.28	34.62
Female	264	262	99.24	49.62
Black or African American	--	--	--	--
American Indian or Alaska Native	88	88	100.00	28.41
Asian	14	14	100.00	42.86
Hispanic or Latino	89	88	98.88	43.18
White	325	317	97.54	44.79
Two or More Races	38	38	100.00	42.11
Socioeconomically Disadvantaged	365	357	97.81	35.29
English Learners	28	28	100.00	35.71
Students with Disabilities	37	35	94.59	17.14
Foster Youth	15	14	93.33	7.14

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	548	98.21	34.12
Male	294	286	97.28	33.57
Female	264	262	99.24	34.73
Black or African American	--	--	--	--
American Indian or Alaska Native	88	88	100	30.68
Asian	14	14	100	28.57
Hispanic or Latino	89	88	98.88	35.23
White	325	317	97.54	34.38
Two or More Races	38	38	100	39.47
Socioeconomically Disadvantaged	365	357	97.81	25.77
English Learners	28	28	100	32.14
Students with Disabilities	37	35	94.59	14.29
Foster Youth	15	14	93.33	7.14

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1	20.5	25.0
7	17.3	21.2	37.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2018-19)

The majority of our parent involvement comes through the School Site Council (SSC). Each year, we solicit volunteers to sit on the SSC. Parents can join as voting members or simply come and be an active voice. Additionally, we have a Jackson Street School Site Activities group. Currently, this group of parents work closely with the administration and teachers in providing funds to supplement the federal and State budgets with the Quality of Life program, sponsored by Raley's grocery chain. During 2013-2014 a district-wide Parent Teacher Organization (PTO) was initiated by a group of parents. The PTO has organized an ice cream social, magic show, and a holiday photo shoot that has encouraged a link between parents of students at both district schools. The PTO continues to encourage and gather more parent involvement.

Parents are encouraged to volunteer in the individual classrooms and on field trips. Parents help with specific activities throughout the year. For example, our seventh and eighth grade parents chaperone our night dances and our seventh grade parents coordinate our graduation dance.

For more information on how to become involved, contact the Principal, at (530) 842-3561.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	10.7	9.5	5.8	6.8	6.6	3.3	3.7	3.7	3.5
Expulsions	0.5	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Jackson Street School Safety Plan was reviewed by the School Site Council in September, 2017. The plan is reviewed yearly at the first School Site Council meeting. The current plan addresses the following issues:

- Current status of school crime

- Disaster procedures
- Suspension and expulsion policies
- Teacher notification of student behavior
- Sexual harassment
- Board policy dress code
- Safe ingress and egress
- Safe and orderly school environment
- Site rules and procedures

#### Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	9	1		17.0	8	2		23.0	4	4	
Mathematics	19.0	8	2		18.0	10			23.0	4	4	
Science	25.0	2	6		23.0	3	5		25.0	3	5	
Social Science	25.0	2	6		23.0	4	4		25.0	3	5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	2	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,574.60	\$2,005.98	\$7,568.62	\$60,526.53
District	N/A	N/A	\$7,739.39	\$61,536
Percent Difference: School Site and District	N/A	N/A	-2.2	-1.7
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	6.0	-4.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- Title I (grades K-8)
- Gifted and Talented Education (grades 4-8)
- Title VI – Indian Education Funding
- SAFE after school program
- After school Opportunity program to provide instructional support for students who need additional assistance in a particular subject
- Extended Learning class built in to the master schedule for 7th and 8th grade students.
- Late bus at 4:10 to allow students to remain after school for instructional support

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,534	\$44,375
Mid-Range Teacher Salary	\$62,795	\$65,926
Highest Teacher Salary	\$77,597	\$82,489
Average Principal Salary (Elementary)	\$109,885	\$106,997
Average Principal Salary (Middle)	\$0	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$141,039	\$121,894
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

First and second year teachers go through the Alliance for Teacher Excellence program (ATE) to support them in the early years of their career. Teachers attend staff training and workshops that are relevant to their work assignments.

Several days throughout the year are dedicated to staff and professional development. During the school year seven minimum days are held. The primary focus of those days is utilizing grade level teams to work on improving instructional practices. Staff has been introduced to the idea of Professional Learning Communities where they use a structure to work in their grade level teams to improve assessment and instructional practices.

During the 2010-2011 all teachers teaching language arts participated in Instructional Materials training related to the new language arts adoption. Teachers and the administrator also attended the Aligning Curriculum and the Pyramid Response to Intervention series through the Siskiyou County Office of Education. In addition, groups of teachers participated in Aligning Curriculum, Instruction Assessments series in ELA (year 2) and math (year 1) through the Siskiyou County Office of Education.

Beginning in the 2012-13 school year, focus was put on providing professional development to our staff for the transition to the CCSS. Staff participated in many workshops organized through the Siskiyou County Office of Education. The 2012-13 school year marked the beginning of this process, which will continue in the 2013-14 school year. Teachers have continued to meet at least twice per month for a minimum of one hour per session during their instructional day. They have the opportunity to meet in grade level or subject area teams with an instructional coach.

Now, with data derived from the CCSS results, we are identifying areas to focus further professional development to increase student achievement. The middle school math teachers have all adopted CPM and have participated in the professional development associated with that adoption. The 4th and 5th grade teachers have all gone through the adoption process and professional development when our district adopted Go Math! Our middle school science teachers have gone through extensive professional development during our transition to the NGSS. All 4th and 5th grade teachers are participating in math professional development through the Siskiyou and Shasta County's of Education. The training involves grade level meetings, lesson study, and instructional coaching.

We are beginning to have more staff attend professional development focusing on Social Emotional Learning, Universal Design for Learning and Trauma Informed practices. As our population evolves, teachers are working to become better prepared to work with all students and meet their needs.