

Yreka Community Day 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)

| School Contact Information | |
|----------------------------|----------------------------|
| School Name | Yreka Community Day School |
| Street | 309 Jackson St. |
| City, State, Zip | Yreka, CA 96097 |
| Phone Number | (530) 842-3561 |
| Principal | Chris Harris |
| E-mail Address | charris@yrekausd.net |
| Web Site | www.yrekausd.net |
| CDS Code | 47-70508-6119259 |

| District Contact Information | |
|-------------------------------------|-----------------------------|
| District Name | Yreka Union School District |
| Phone Number | (530) 842-1168 |
| Superintendent | Dave Parsons |
| E-mail Address | dparsons@yrekausd.net |
| Web Site | www.yrekausd.net |

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

Principal's Message

The Yreka Community Day School is one of three schools in the Yreka Elementary School District. It presently serves students in third through eighth grades. Students who attend Yreka Community Day School have instruction in the core subject areas but also benefit from instruction in library science, physical education, fine arts, as well as having the services of a nurse.

Our goal at Yreka Community Day School is to provide every student with an alternative educational setting so that those students who are having difficulty in the comprehensive setting can have a place to go and work at their own pace. By so doing, they catch up to where they should be academically. The ultimate goal is to take a student who is struggling and get him or her to the point to be able to return to the comprehensive school setting.

District's Mission Statement

It is the mission of the Yreka Union School District to provide each student with a safe, caring and supportive atmosphere which will foster the intellectual, emotional, and social growth necessary to become a productive and responsible citizen who accepts cultural differences. All parents, students, teachers and staff are part of a supportive team helping children develop personal, educational, social, and ethical values.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 5 | 2 |
| Grade 6 | 1 |
| Grade 8 | 2 |
| Total Enrollment | 5 |

Student Enrollment by Group (School Year 2017-18)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 0.0 |
| American Indian or Alaska Native | 60.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 20.0 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 20.0 |
| Socioeconomically Disadvantaged | 100.0 |
| English Learners | 20.0 |
| Students with Disabilities | 20.0 |
| Foster Youth | 0.0 |

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 | 1 | 1 | 1 | 56.5 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| 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. Recommendations are made to the school board based on committee evaluations of the materials. 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.

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------------|---|
| Reading/Language Arts | McGraw Hill Study Sync (Grades 6-8) McGraw Hill Wonders-(Grades 3-5) | Yes | 0% |
| Mathematics | Houghton Mifflin GO Math (Grades 3-5) College Preparatory Math-CPM (Grades 6-8) | Yes | 0% |
| Science | FOSS (Grades 3-5) CPO (Grades 6-8) | Yes | 0% |
| History-Social Science | Grade 4-5 Teachers Curriculum Institute (TCI) Social Studies Alive! - 2018 Grade 6-8 Teachers Curriculum Institute (TCI) History Alive! - 2018 | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The Yreka Community Day School is located at 405 Jackson Street in Yreka, across the street from Jackson Street School. The campus consists of one spacious classroom that was built in 1948. The classroom is fully self-contained with a handicapped bathroom, a kitchen, and is bathed in natural light as two sides of the classroom are all windows. Four computers allow access to the Internet or are used for word processing. There is a fenced area outside designated for breaks, with a basketball court and a grassy area for students to recreate in. 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.

Students arrive shortly before school starts and are under the direct supervision of the teacher from then on until they leave the campus at 3:00 to go home. The only time the teacher is not in the room is when he takes her 40-minute lunch and every other day prep.

The school facility is cleaned daily by janitorial staff and maintained by District maintenance staff. One hundred percent of the toilets work. There are two sinks within the classroom, one drinking fountain, and a full mini kitchen including range, oven, and refrigerator.

The school grounds are clean and well kept with a cyclone fence six feet in height behind the basketball backboard and four feet high around the rest of the blacktopped playground. Outside the cyclone fence area is a grassy area for playing turf sports and games. There is also a new bench and outside eating area.

A forced air conditioner/heating unit was added in July/August of 2007. Re-roofing was completed in the summer of 2008. A ceiling fan was added to re-circulate air in January 2009.

Funding is allocated yearly for maintenance projects. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

The interior of the Community Day School classroom was painted in 2009. The exterior of the Community Day School Building was painted during the summer of 2010.

Internet infrastructure and wireless was upgraded in 2012.

Voice over internet phone system was established district-wide in 2013.

A district-wide alarm system was added in October 2014

The playground was resurfaced in July, 2015.

A propane tank was installed and the boiler conversion was completed in October, 2017 to provide a more efficient use of energy for heating as an alternative to electricity.

A bank of windows were removed from the east and west side of the building and replaced with a solid wall. This was done to provide a more efficient use of energy for heating the two classrooms. (July, 2018)

A small swale was cut into the playground asphalt to assist with drainage off the playground. (December, 2018)

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

| School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December, 2018 | | |
|--|---------------|---|
| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Propane tank installed and boiler conversion completed in October, 2017. |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Window blinds replaced in 2016. Windows on east and west sides of the building replaced with a solid wall. Swale cut into asphalt on the playground to assist with drainage from inclement weather. |

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) | -- | -- | 44.0 | 41.0 | 48.0 | 50.0 |
| Mathematics (grades 3-8 and 11) | -- | -- | 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 | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 | -- | -- | -- | -- |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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 |
| | | | |

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 Yreka Community Day School encourages parents to come into the classroom and volunteer either as a helper, mentor, or by sharing their talent by teaching a project in a field of interest. Anyone who is interested in volunteering must go through a volunteer screening process and should call Pedro Abeyta, Teacher, at (530) 842-3561, extension 217, for more information or to sign-up.

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 | 42.9 | 61.5 | 8.3 | 6.8 | 6.6 | 3.3 | 3.7 | 3.7 | 3.5 |
| Expulsions | 0.0 | 0.0 | 8.3 | 0.3 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2018-19)

The Yreka Community Day School provides a clean, healthy academic environment for its students; policies and plans are in place to ensure the safety of our students. Fire drills are held once a month, earthquake drills once per quarter, and we have an emergency disaster plan. We are in regular communication with the Yreka Police Department regarding traffic, safety, and situations in which we need assistance. Our Safety Committee conducts monthly safety inspections.

Our School Safety Plan was developed and written after extensive training for the staff and parents. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September, 2017.

We are committed to ensuring the safety of our students. The current plan addresses the following issues:

- Current status of school crime
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion procedures
- Teacher notification of student behavior
- Sexual harassment
- Board policy dress code
- Safe ingress and egress
- Safe and orderly school environment
- Site rules and procedures

Students arrive at 8:30 A.M. and immediately begin working under the direction of the classroom teacher and a paraprofessional. During recess, the teacher or the paraprofessional is always outside with the students. At 3:00 P.M. our students leave campus to return home.

Visitors on campus are required to sign-in at the classroom/office and provide proof of identification if they are unknown to school personnel. The reason for the visitation is also required.

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) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | 0 | N/A |
| Psychologist | 0.1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0 | N/A |
| Resource Specialist (non-teaching) | 0 | 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 | \$60,966 |
| District | N/A | N/A | \$7,739.39 | \$61,536 |
| Percent Difference: School Site and District | N/A | N/A | -2.2 | -0.9 |
| State | N/A | N/A | \$7,125 | \$63,218 |
| Percent Difference: School Site and State | N/A | N/A | 6.0 | -3.6 |

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 VI – Indian Education Funding
 Title I

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 (ATE) to support them in the early years of their career. Teachers attend staff professional development and workshops that are relevant to their work assignments. The District has seven collaboration days scheduled during the school year. These are minimum days that allow time for staff collaboration and professional development.

Several days throughout the year are dedicated to staff and professional development. During the 2016-17 school year seven minimum days were held. The primary focus of those days was 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. Additionally, grade level teams of teachers met for 1.25 hours per week (during the school day) to collaborate on instructional strategies, transitioning to the Common Core State Standards and discuss at-risk students.