

Yreka Community Day School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Yreka Community Day School
Street	309 Jackson St.
City, State, Zip	Yreka, CA 96097
Phone Number	(530) 842-3561
Principal	Veronica Hanna
Email Address	vhanna@yrekausd.net
Website	www.yrekausd.net
County-District-School (CDS) Code	47-70508-6119259

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Yreka Union School District
Phone Number	(530) 842-1168
Superintendent	Chris Harris
Email Address	charris@yrekausd.net
Website	www.yrekausd.net

School Description and Mission Statement (School Year 2020-2021)

Principal's Message

The Yreka Community Day School is one of three schools in the Yreka Elementary School District. It presently serves students in fourth 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. While academic performance, much of the curriculum in this program is based on behavioral management and the Social-Emotional well-being of all students.

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 2019-2020)

Grade Level	Number of Students
Grade 5	1
Grade 7	4
Grade 8	2
Total Enrollment	7

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	57.1
White	42.9
Socioeconomically Disadvantaged	85.7
Foster Youth	28.6
Homeless	14.3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	1	1	1	55.5
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December, 2020

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	TWIG Science Education (2019 and 2020) Grades K-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%

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

School Facility Conditions and Planned Improvements

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, and a kitchen/cook area. 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. The district always has two adults in the classroom. 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 around the perimeter within this facility. 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. New propane tanks were installed to provide subfloor heating to the facility in 2018. 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 2019. 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 and upgraded in 2020. The playground was resurfaced in 2020. 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December, 2020

System Inspected	Rating	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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)		N/A	29	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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 2020-2021)

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 Veronica Hanna, Principal, at (530) 842-3561, for more information or to sign-up. Also, the teacher will take a vested interest in each family to open lines of communication between the family and school. This may be in the form of email, text, remind, BlackBoard or a phone call.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.3	66.7	3.3	2.3	3.5	3.5
Expulsions	8.3	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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, 2020.

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 8:00 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	2	1			3	1						
Mathematics	2	1			2	2						
Science	2	1			2	3						
Social Science	2	1			1	1						

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,574.60	\$2,005.98	\$7,568.62	\$60,966
District	N/A	N/A	\$7,739.39	
Percent Difference - School Site and District	N/A	N/A	-2.2	-0.9

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-2.4	-15.8

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

Types of Services Funded (Fiscal Year 2019-2020)

The Community Day School is able to access all programs that are available throughout the district. This includes Title VI, Title I, SPED and other intervention programs. Additionally, the district employs 1 full-time counselor that serves Jackson Street School and the Community Day School. The district also contracted with an outside agency to provide "Heal Therapy" for students in our CDS program during the 2018-20 school years.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,391	\$46,965
Mid-Range Teacher Salary	\$71,543	\$67,638
Highest Teacher Salary	\$86,148	\$88,785
Average Principal Salary (Elementary)	\$122,863	\$112,524
Average Principal Salary (Middle)	\$112,132	\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$142,017	\$128,853
Percent of Budget for Teacher Salaries	31.2	30.0
Percent of Budget for Administrative Salaries	3.8	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement		9	NA

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. The primary focus of collaboration days was utilizing grade level teams to work on improving instructional practices. Staff has been introduced to the idea of Universal Design for Learning (UDL). This helps CDS bridge the gap to ensure CDS students are able to access the general education program that is appropriate for each individual student. 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.

Additionally, the district has partnered with IEP school out of Shasta/Tehama County. They are able to provide services and a program to gather and track data pertaining to student behavior. This has proven to be a beneficial partnership for our teacher, staff and students. This relationship helps focus and document progress and growth with each student's behavioral goals.