

Jackson Street 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	Jackson Street School
Street	405 Jackson Street
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	47-70508-6050975

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

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 enrichment 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 active 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), Foster/Homeless Youth, Native American and Gifted and Talented Education (GATE) students. 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 paraprofessionals to address the next tier of students that need intervention. We are implementing Universal Design For Learning in all grade levels. While we have not fully implemented this program, the initial progress is positively impacting our students with greatest needs. Staff has worked through the Multi-Tiered Systems of Support to help foster the UDL process and bring professional development to our staff. The staff at Jackson Street School collaborates and has built a solid Positive Behavior Intervention Support program (PBIS). This focuses on creating a positive school culture on campus.

Our Siskiyou After School for Everyone (SAFE) program, which provides after-school support for over 125 students daily is highly successful and popular with our families. There is a required homework completion time, snack, and recreation. Specialty activities include a math club w/instruction, cooking, Community service projects(Free Rice and Rescue Ranch), sewing, jazz band, arts/crafts, 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 community resources, 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 2019-2020)

Grade Level	Number of Students
Grade 4	91
Grade 5	108
Grade 6	110
Grade 7	105
Grade 8	119
Total Enrollment	533

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	16.5
Asian	1.9
Filipino	0.4
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.4
White	59.3
Two or More Races	5.6
Socioeconomically Disadvantaged	67.4
English Learners	1.7
Students with Disabilities	5.6
Foster Youth	2.3
Homeless	6.4

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	30.5	32	29.5	55.5
Without Full Credential	1	2	2	3
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	1	1	1
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	0	1	1

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. 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade 4-5-McGraw Hill-Wonders-2016 Grades 6-8-McGraw Hill-Study Sync-2016	Yes	0
Mathematics	Grades 4-5 Houghton Mifflin-GO Math-2015 Grades 6-8 College Preparatory Math (CPM)-2015	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grade 4-5 TWIG Education - Science - 2020 Grade 6-8 TWIG Education - Science - 2021	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
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A		0

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

School Facility Conditions and Planned Improvements

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. 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. The playground equipment was replaced in 2018. The playground was resurfaced in the summer of 2020. 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. 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.

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. Visitors must "buzz in" to be allowed in the physical building and they are to report immediately to the office. All students and staff participate in monthly fire drills, quarterly earthquake drills and occasional intruder alert drills. The fire and burglar alarms have been updated in 2019-20 while the intruder alarm system has been integrated with our upgraded phone system (voice over) in 2020 as well. Administration works closely with first responders to evaluate and adjust our plans based on our drills.

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	Boiler was replaced with energy efficient boiler paid for by Prop 39 funding in 2019. Heating unit installed in kitchen, 1/2018
Interior: Interior Surfaces	Good	Cafeteria Chill Blaster installed 2020, partial renovation of kitchen.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Alarm system installed in October, 2014 and upgraded in 2020.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Restrooms in the 4th, 5th, and 6th grade wings painted, 2019. Automatic faucets installed in sinks, 2020. Lead testing was completed in December, 2017 and the results were negative.
Safety: Fire Safety, Hazardous Materials	Good	Exterior camera installation, 2015-2016, and upgraded and expanded in 2019.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Drive-through parking lot asphalt replacement and accessibility upgrades, July 2015. Exterior cameras installed as a deterrent to vandalism during non-school hours 2015-2020. An electronic entry system was installed on two main exterior doors requiring school staff to electronically allow entry to all visitors. Fences near gym have been heightened per TAPs in 2020.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	37	N/A	38	N/A	50	N/A
Mathematics (grades 3-8 and 11)	28	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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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 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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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)	30	N/A	30	N/A	30	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 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, and movie night that has encouraged a link between parents of students at both district schools. The PTO continues to encourage and gather more parent involvement. Our Title IV program continues to meet and advocate for our Native American population. This group meets to determine where the allocation of Title IV funds will go and how those funds are spent. Additionally, the group meets to provide updates to student achievement and to collaborate for cultural awareness activities.

However, in the spring of 2020, administration developed new means to communicate and collaborate with parent groups due to the COVID-19 pandemic. Administration had regular meetings to gather input, the district formed an LCAP committee that included parents and the administration gathered feedback and input from parents via numerous surveys in the summer of 2020.

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

(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	5.8	3.2	3.3	2.3	3.5	3.5
Expulsions	0.0	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 Jackson Street School Safety Plan was reviewed by the School Site Council in September, 2020. The plan is reviewed yearly at the first School Site Council meeting, but is on every agenda for each 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 procedure

TaPS assessment, updated safety plan 2/1/20.

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	23	4	4		23	3	6		22	6	4	
Mathematics	23	4	4		23	5	4		22	6	4	
Science	25	3	5		24	3	6		22	5	5	
Social Science	25	3	5		24	4	5		22	6	4	

*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)	1.0
Library Media Teacher (Librarian)	.05
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	
Social Worker	
Nurse	1.0

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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	\$60,526.53
District	N/A	N/A	\$7,739.39	
Percent Difference - School Site and District	N/A	N/A	-2.2	-1.7
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	-2.4	-16.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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 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)	\$122,864	\$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		8	NA

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.