

Jackson Street School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Jackson Street School
Street	405 Jackson Street
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	47-70508-6050975

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

School Description and Mission Statement (School Year 2016-17)

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 and fifth grades, weekly science labs for fourth and fifth grades, two computer labs with Internet access, a mobile lab of thirty chromebooks for each grade level, a media center, a gymnasium, a multipurpose room, intramural and inter-scholastic competitive sports, 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.

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 2015-16)

Grade Level	Number of Students
Grade 4	113
Grade 5	106
Grade 6	99
Grade 7	104
Grade 8	97
Total Enrollment	519

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	17.3
Asian	1.7
Filipino	0
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0
White	58.2
Two or More Races	5.4
Socioeconomically Disadvantaged	65.3
English Learners	2.9
Students with Disabilities	7.7
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	27.5	29	52
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December, 2016

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
Science	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
History-Social Science	Grade 5 Harcourt Reflections Grade 6 McDougal Littell Ancient Civilizations Grade 7 McDougal Littell Medieval and Early Modern Times Grade 8 McDougal Littell Creating America	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

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 two state-of-the art computer labs. The library and labs have a total of 61 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 custodial forms and are done 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 garden areas, maintained by individual classes and the SAFE afterschool 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.

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, or ride one of our four school buses. We provide an adult supervisor at the bus 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.

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.

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.

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 29, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Propane tanks installed and system conversion completed October, 2014.

School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: December 29, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	X			Cafeteria kitchen remodel and upgrade, July 2011. Interior of cafeteria painted, July 2011. Staff room painted and paneling installed, July 2014.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Alarm system installed in October, 2014.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the 4th, 5th, and 6th grade wings painted. Automatic faucets installed in sinks.
Safety: Fire Safety, Hazardous Materials	X			Exterior camera installation, 2015-2016.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 29, 2016

Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	48	48	45	46	44	48
Mathematics	35	34	34	36	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	115	109	94.8	41.7
	5	106	104	98.1	48.1
	6	93	90	96.8	41.1
	7	98	93	94.9	62.4
	8	88	86	97.7	50.0
Male	4	54	51	94.4	35.3
	5	47	45	95.7	37.8
	6	49	47	95.9	29.8
	7	45	44	97.8	61.4
	8	42	42	100.0	30.9
Female	4	61	58	95.1	47.4
	5	59	59	100.0	55.9
	6	44	43	97.7	53.5
	7	53	49	92.5	63.3
	8	46	44	95.7	68.2
American Indian or Alaska Native	4	22	22	100.0	36.4
	5	18	18	100.0	38.9
	7	17	17	100.0	47.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	14	14	100.0	21.4
Hispanic or Latino	4	17	16	94.1	25.0
	5	22	21	95.5	42.9
	6	15	15	100.0	60.0
	7	15	14	93.3	42.9
	8	11	11	100.0	27.3
White	4	69	65	94.2	48.4
	5	53	52	98.1	59.6
	6	62	60	96.8	41.7
	7	59	56	94.9	73.2
	8	55	53	96.4	62.3
Socioeconomically Disadvantaged	4	82	77	93.9	34.2
	5	63	61	96.8	41.0
	6	60	58	96.7	29.3
	7	59	55	93.2	52.7
	8	56	54	96.4	42.6

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	115	109	94.8	33.9
	5	106	104	98.1	14.4
	6	93	90	96.8	30.0
	7	98	93	94.9	45.2
	8	98	93	94.9	45.2
Male	4	54	51	94.4	43.1
	5	47	45	95.7	20.0
	6	49	47	95.9	23.4
	7	45	44	97.8	54.5
	8	45	44	97.8	54.5
Female	4	61	58	95.1	25.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	59	59	100.0	10.2
	6	44	43	97.7	37.2
	7	53	49	92.5	36.7
	8	53	49	92.5	36.7
American Indian or Alaska Native	4	22	22	100.0	18.2
	5	18	18	100.0	
	7	17	17	100.0	41.2
	8	17	17	100.0	41.2
Hispanic or Latino	4	17	16	94.1	31.3
	5	22	21	95.5	9.5
	6	15	15	100.0	26.7
	7	15	14	93.3	35.7
	8	15	14	93.3	35.7
White	4	69	65	94.2	40.0
	5	53	52	98.1	25.0
	6	62	60	96.8	31.7
	7	59	56	94.9	48.2
	8	59	56	94.9	48.2
Socioeconomically Disadvantaged	4	82	77	93.9	24.7
	5	63	61	96.8	9.8
	6	60	58	96.7	22.4
	7	59	55	93.2	32.7
	8	59	55	93.2	32.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	59	59	45	59	59	44	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	192	186	96.9	45.2
Male	89	85	95.5	43.5
Female	103	101	98.1	46.5
American Indian or Alaska Native	31	31	100.0	35.5
Hispanic or Latino	33	32	97.0	21.9
White	108	103	95.4	57.3
Two or More Races	15	15	100.0	40.0
Socioeconomically Disadvantaged	117	112	95.7	38.4
Students with Disabilities	11	10	90.9	60.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.5	24.5	30.4
7	12.1	22	40.7

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2016-17)

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. Currently, our SSC works 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.4	8.8	10.7	5.8	5.4	6.8	4.4	3.8	3.7
Expulsions	0.0	0.2	0.5	0.0	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Jackson Street School Safety Plan was reviewed by the School Site Council in September, 2016. 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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2013-2014
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	18	8	3		22	3	5		22	3	5	
Mathematics	19	8	3		22	3	5		22	3	5	
Science	24	5	1	2	24	2	6		24	2	6	
Social Science	24	1	7		24	4	4		24	4	4	

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 2015-16)

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)	0.5	N/A
Psychologist	0.3	N/A
Social Worker	0	N/A
Nurse	0.5	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,205.80	\$1,946.12	\$7,259.68	\$55,409.61
District	N/A	N/A	\$7,259.68	\$54,641
Percent Difference: School Site and District	N/A	N/A	0.0	1.4
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	27.9	-9.1

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

Types of Services Funded (Fiscal Year 2015-16)

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

- Late bus at 4:10 to allow students to remain after school for instructional support

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,178	\$41,085
Mid-Range Teacher Salary	\$58,063	\$59,415
Highest Teacher Salary	\$69,518	\$75,998
Average Principal Salary (Elementary)	\$95,310	\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$127,967	\$116,069
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	7%	7%

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 Beginning Teacher Support and Assistance program (BTSA) to support them in the early years of their career. Teachers attend staff training 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 training.

Several days throughout the year are dedicated to staff and professional development. During the 2012-13 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.

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.