

Jackson Street School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

2022-23 School Contact Information

School Name	Jackson Street School
Street	405 Jackson Street
City, State, Zip	Yreka
Phone Number	530.842.3561
Principal	Sarah Jankowski
Email Address	sjankowski@yrekausd.net
School Website	https://www.yrekausd.net
County-District-School (CDS) Code	CA

2022-23 District Contact Information

District Name	Yreka Union School District
Phone Number	530.842.1168
Superintendent	Rich Sullivan
Email Address	rsullivan@yrekausd.net
District Website Address	www.yrekausd.net

2022-23 School Overview

Principal's Message

Jackson Street Elementary School serves students in fourth through eighth grades. We offer many enrichment courses for students including robust music and theater programs. We offer weekly science labs for 4th and 5th grade students, 1:1 chromebooks for students at both school and home, a gymnasium, a multipurpose room, intramural and inter-scholastic competitive sports, and a strong physical education program for all grades at Jackson Street School.

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 homework completion time, snack, and recreation. Specialty activities include a math club, cooking, Community service projects, sewing, 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

2022-23 School Overview

community resources, we will continue to work with students to get each student on the path to a successful college and/or career.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	86
Grade 5	103
Grade 6	81
Grade 7	112
Grade 8	105
Total Enrollment	487

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.2
American Indian or Alaska Native	14.8
Asian	3.7
Black or African American	0.6
Filipino	0.8
Hispanic or Latino	20.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.8
White	51.1
English Learners	2.5
Foster Youth	0.8
Homeless	5.7
Migrant	0.0
Socioeconomically Disadvantaged	69.2
Students with Disabilities	8.0

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.10	86.15	47.20	88.71	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.42	1.00	1.88	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	4.27	2.20	4.23	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	5.68	2.60	4.90	12115.80	4.41
Unknown	0.10	0.48	0.10	0.26	18854.30	6.86
Total Teaching Positions	29.20	100.00	53.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	
Misassignments	0.60	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. In 2020 the district adopted TWIG for our new science curriculum with full implementation in 2021.

Year and month in which the data were collected

January, 2023

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
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

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 a play structure (replaced in 2018) 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 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, science room, and halls 1-3. 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. A district-wide voice over internet phone system was installed in 2013-2014. Interior hallways were painted in the fiscal year 2021-2022. We are on in the process of repainting the entire interior of the school.

Visitors on campus are required to stop at the office to register and receive identification badges. Proof of identification is required. 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.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC system is updated Summer of 2022 utilizing ESSER II Covid funding.
Interior: Interior Surfaces	X			JSS hallways 1, 2, and 3 painted in FY 2021-2022. JSS Office was painted Spring 2023.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms updated Summer 2022 with ESSER III Covid funding. All new sink and fountain fixtures
Safety: Fire Safety, Hazardous Materials	X			Exterior & interior security camera installation occurred in FY 2021-2022. Jackson Street Halls 1, 2, and 3 received new fire extinguishers
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Window upgrades in Wings 1, 2, and 3 at JSS are planned for upgrade with ESSER III Covid funding. An electronic entry system was installed on the front door so all visitors must be electronically allowed to enter by the secretary. Fall of 2023 upgrades to exterior fencing with crash bars. Interior and exterior cameras updated in 2022

School Facility Conditions and Planned Improvements

--	--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	18	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	478	461	96.44	3.56	30.59
Female	222	215	96.85	3.15	33.49
Male	255	245	96.08	3.92	28.16
American Indian or Alaska Native	73	70	95.89	4.11	30.00
Asian	18	18	100.00	0.00	27.78
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	91	97.85	2.15	19.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	41	97.62	2.38	36.59
White	241	230	95.44	4.56	33.04
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	38	31	81.58	18.42	6.45
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	315	303	96.19	3.81	23.43
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	40	86.96	13.04	7.50

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	477	446	93.50	6.50	16.10
Female	222	206	92.79	7.21	13.86
Male	254	239	94.09	5.91	18.07
American Indian or Alaska Native	73	68	93.15	6.85	13.43
Asian	18	18	100.00	0.00	11.11
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	89	95.70	4.30	12.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	39	92.86	7.14	23.08
White	240	222	92.50	7.50	16.89
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	38	30	78.95	21.05	13.79
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	315	296	93.97	6.03	11.60
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	38	82.61	17.39	5.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	14.2	22.06	13.87	21.53	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	204	97.14	2.86	22.06
Female	98	94	95.92	4.08	20.21
Male	112	110	98.21	1.79	23.64
American Indian or Alaska Native	33	32	96.97	3.03	15.63
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100	0	9.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	23.81
White	101	97	96.04	3.96	29.9
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	16.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	146	144	98.63	1.37	12.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	15

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	80	79	92	97	97
Grade 7	87	86	87	87	86

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. 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.

Parents have been encouraged to Chaperon field trips when cleared and are currently chaperoning Ski and Snowboard club. Additionally, we offer family outreach activities on campus several times per year. We utilize Parent Square to communicate often with families regarding important updates and activities on campus. We also have an active Facebook page that is used to engage with families. Many families keep in touch by replying to parent square messages and facebook posts. Families are always encouraged to bring their questions, comments, feedback, and concerns to site administration.

Parents are encouraged to volunteer in 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	517	335	64.8
Female	256	247	151	61.1
Male	279	269	183	68.0
American Indian or Alaska Native	77	76	54	71.1
Asian	18	18	11	61.1
Black or African American	6	6	4	66.7
Filipino	5	5	2	40.0
Hispanic or Latino	104	96	74	77.1
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	46	44	28	63.6
White	276	268	160	59.7
English Learners	15	14	10	71.4
Foster Youth	10	10	4	40.0
Homeless	48	41	39	95.1
Socioeconomically Disadvantaged	396	381	276	72.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	56	53	36	67.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.13	2.04	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.61	6.34	1.71	3.54	0.20	3.17
Expulsions	0.00	0.37	0.00	0.19	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.34	0.37
Female	6.25	0.39
Male	6.45	0.36
American Indian or Alaska Native	12.99	1.30
Asian	5.56	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.07	0.36
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.17	0.00
Socioeconomically Disadvantaged	7.83	0.51
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.36	0.00

2022-23 School Safety Plan

The Jackson Street School Safety Plan was reviewed by the JSS School Site Council in October, 2021. 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 concerns:

- 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

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	6	4	
Mathematics	22	6	4	
Science	22	5	5	
Social Science	22	6	4	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	1	7	
Mathematics	24	1	7	
Science	24	1	7	
Social Science	24	1	7	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25		8	
Mathematics	25		8	
Science	26		8	
Social Science	26		8	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12094.23	\$2,499.95	9,594.28	73,442.77
District	N/A	N/A	\$9,594.28	
Percent Difference - School Site and District	N/A	N/A	0.0	9.8
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	37.1	-0.8

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

First and second year teachers go through the Teacher Induction Program (TIP) to support them in the early years of their career. Teachers attend staff training and workshops that are relevant to their work assignments. They are matched with a mentor that provides them with support throughout the induction process.

Several days throughout the year are dedicated to staff and professional development. During the school year seven minimum days are held for district wide collaboration. The primary focus of those days is to provide professional development to teachers. Additionally, we have on average three other minimum days throughout the month that are set aside for 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.

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 are piloting a new math program and taking professional training to learn the curriculum. 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 and have adopted TWIG. All 4th and 5th grade teachers are participating in a reading grant called Getting Reading Right which is rooted in the science of reading.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	NA	3	3