

# Jackson Street School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Jackson Street School
<b>Street</b>	405 Jackson Street
<b>City, State, Zip</b>	Yreka
<b>Phone Number</b>	530.842.3561
<b>Principal</b>	Stacy Fussell
<b>Email Address</b>	sfussell@yrekausd.net
<b>School Website</b>	<a href="https://www.yrekausd.net">https://www.yrekausd.net</a>
<b>Grade Span</b>	5-8
<b>County-District-School (CDS) Code</b>	CA

## 2025-26 District Contact Information

<b>District Name</b>	Yreka Union School District
<b>Phone Number</b>	530.842.1168
<b>Superintendent</b>	Jami Carver
<b>Email Address</b>	jcarver@yrekausd.net
<b>District Website</b>	<a href="http://www.yrekausd.net">www.yrekausd.net</a>

## 2025-26 School Description and Mission Statement

### Principal's Message

Jackson Street Elementary School serves students in fifth through eighth grades. We offer many enrichment courses for students including robust music (band and orchestra), theater programs, and STEM. We offer 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 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

## 2025-26 School Description and Mission Statement

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.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	83
Grade 5	92
Grade 6	79
Grade 7	86
Grade 8	98
Total Enrollment	438

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.1
Non-Binary	0.5
American Indian or Alaska Native	7.1
Asian	3.2
Black or African American	1.1
Filipino	0.5
Hispanic or Latino	23.7
Two or More Races	14.4
White	49.8
English Learners	4.3
Foster Youth	1.4
Homeless	2.5
Socioeconomically Disadvantaged	72.6
Students with Disabilities	13

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.6	91.17	49.6	86.31	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3	5.22	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.9	6.12	3.9	6.94	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.6	2.03	0.6	1.15	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.2	0.62	0.2	0.35	15831.9	5.67
<b>Total Teaching Positions</b>	32.5	100	57.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.9	92.59	48.6	92.41	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.9	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	7.41	2	3.8	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	1.9	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	0	0	14303.8	5.15
<b>Total Teaching Positions</b>	26.9	100	52.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21	72.79	45	81.08	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2	6.93	2	3.6	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.9	6.9	4.2	7.73	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	3.8	13.34	4.2	7.57	13705.8	4.91
<b>Total Teaching Positions</b>	28.8	100	55.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.90	0	0
<b>Misassignments</b>	1.00	2	1.9
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.90	2	1.9

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.60	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	5	7.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 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.

Year and month in which the data were collected

Septmeber, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade 4-5-McGraw Hill-Wonders-2016 Grades 6-8-McGraw Hill-Study Sync-2016	0
<b>Mathematics</b>	Grades 4- 5 Houghton Mifflin-GO Math-2015 Grades 6-8 College Preparatory Math (CPM)-2015, Big Ideas (pilot)	0
<b>Science</b>	Grade 4-5 TWIG Education - Science - 2020 Grade 6-8 TWIG Education - Science - 2021	0
<b>History-Social Science</b>	Grade 4-5 Teachers Curriculum Institute (TCI) Social Studies Alive! - 2018 Grade 6-8 Teachers Curriculum Institute (TCI) History Alive! - 2018	0
<b>Foreign Language</b>	N/A	0
<b>Health</b>	N/A	0
<b>Visual and Performing Arts</b>	N/A	0
<b>Science Laboratory Equipment (grades 9-12)</b>	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 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. We also have a chicken coop area that is home to both chickens and two peacocks. 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 as classrooms are vacated and teachers move from room to room. In 2023, Hall four was painted and six classrooms were painted in the Summer of 2023.

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**

08/29/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

#### 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.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	28	28	30	29	47	48
<b>Mathematics</b> (grades 3-8 and 11)	18	21	22	26	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	439	433	98.63	1.37	27.94
<b>Female</b>	202	202	100.00	0.00	33.17
<b>Male</b>	235	229	97.45	2.55	23.14
<b>American Indian or Alaska Native</b>	29	28	96.55	3.45	25.00
<b>Asian</b>	16	16	100.00	0.00	50.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	102	101	99.02	0.98	16.83
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	66	66	100.00	0.00	28.79
<b>White</b>	219	216	98.63	1.37	31.48
<b>English Learners</b>	16	16	100.00	0.00	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	245	98.39	1.61	21.63
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	56	98.25	1.75	8.93

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	439	432	98.41	1.59	21.30
<b>Female</b>	202	201	99.50	0.50	15.92
<b>Male</b>	235	229	97.45	2.55	25.76
<b>American Indian or Alaska Native</b>	29	28	96.55	3.45	10.71
<b>Asian</b>	16	16	100.00	0.00	31.25
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	102	100	98.04	1.96	9.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	66	66	100.00	0.00	21.21
<b>White</b>	219	216	98.63	1.37	28.24
<b>English Learners</b>	16	16	100.00	0.00	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	249	244	97.99	2.01	13.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	57	56	98.25	1.75	5.36

## 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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	15.86	22.4	15.86	22.4	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	192	192	100.00	0.00	22.40
<b>Female</b>	86	86	100.00	0.00	16.28
<b>Male</b>	106	106	100.00	0.00	27.36
<b>American Indian or Alaska Native</b>	12	12	100.00	0.00	8.33
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	43	43	100.00	0.00	18.60
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	28	28	100.00	0.00	28.57
<b>White</b>	102	102	100.00	0.00	23.53
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	99	99	100.00	0.00	15.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	4.76

## 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.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100%	97%	96%	97%	96%
Grade 7	100%	89%	96%	97%	96%

## 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.

#### 2025-26 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 district Parent Teacher Organization. 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. We send out a weekly update each week to keep family informed about upcoming events and activities. We host a monthly award assembly for each grade that is well attended by families and invite parents for Lunch on the Lawn every month.

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. For more information on how to become involved, contact the Principal, at (530) 842-3561.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	466	117	25.1
Female	229	221	48	21.7
Male	251	244	68	27.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	34	33	10	30.3
Asian	17	16	3	18.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	110	109	26	23.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	68	17	25.0
White	242	233	57	24.5
English Learners	20	20	3	15.0
Foster Youth	--	--	--	--
Homeless	21	21	10	47.6
Socioeconomically Disadvantaged	360	351	101	28.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	65	25	38.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.68	11.63	9.77	5.21	5.69	4.94	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0	0.42	0.1	0	0.21	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.77	0.42
Female	5.68	0.00
Male	13.55	0.80
Non-Binary	0.00	0.00
American Indian or Alaska Native	5.88	2.94
Asian	5.88	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.04	0.00
White	10.33	0.41
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	23.81	0.00
Socioeconomically Disadvantaged	10.83	0.56
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.35	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

The Jackson Street School Safety Plan was reviewed by the JSS School Site Council in November, 2024. 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:

- Strategies and Programs that maintain a high level of school safety: Emergency Response Plan, Considerations of student with special needs, curriculum that emphasizes prevention and alternatives to violence, prevention and intervention strategies to promote drug-free schools, and community relationships

\* Current Status of School Crime

- Suspension and expulsion policies
- Teacher notification of student behavior
- Discrimination and harassment policies
- Dress code and cell phone policies
- Safe ingress and egress
- Safe and orderly school environment
- Site rules and procedures: suicide prevention policy, hate crime reporting procedures

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	6	2	0
Mathematics	18	6	2	0
Science	19	7	1	0
Social Science	19	6	2	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	5	3	
Mathematics	18	4	4	
Science	23	2	5	
Social Science	23	2	5	

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	16	11		
Mathematics	15	12		
Science	18	9	1	
Social Science	20	8	1	

## 2024-25 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

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	11670.97	7434.87	4236.10	76591.51
<b>District</b>	N/A	N/A	15251.59	\$81,806
<b>Percent Difference - School Site and District</b>	N/A	N/A	113.051	1.134
<b>State</b>	N/A	N/A	\$11,146	\$85,291
<b>Percent Difference - School Site and State</b>	N/A	N/A	87.09	3.617

## Fiscal Year 2024-25 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
- AFTER school program
- Extended School Day
- Credit Recovery Options
- Student Success Club (Saturday School)
- Community Schools
- SCOE School-Based Mental Health and Wellness
- Wellness Coaching

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$59,914	\$55,248
<b>Mid-Range Teacher Salary</b>	\$78,715	\$80,746
<b>Highest Teacher Salary</b>	\$102,986	\$109,655
<b>Average Principal Salary (Elementary)</b>	\$160,379	\$133,828
<b>Average Principal Salary (Middle)</b>	\$134,602	\$142,253
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>	\$183,187	\$155,954
<b>Percent of Budget for Teacher Salaries</b>	26.45%	25.26%
<b>Percent of Budget for Administrative Salaries</b>	6.35%	6.12%

## 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. Teachers use this PLC time to plan our daily leveled instruction (RAM Time).

With data derived from the CCSS results, we are identifying areas to focus further professional development to increase student achievement. Our multiple subject and middle school science teachers went through extensive professional development during our transition to the NGSS the adoption of TWIG. Teachers complete yearly training for i-Ready and STAR/Accelerated Reader. A committee has been established with representation from all grade levels to review math curriculum for the upcoming adoption of new math curriculum.

We are beginning to have more staff attend professional development focusing on Social Emotional Learning, Trauma Informed practices, Restorative Practices, CPI, and Modern Discipline. 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	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3