

Janesville Union Elementary School District

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|--|
| School Name | Janesville Union Elementary School District |
| Street | P.O. Box 280 |
| City, State, Zip | Janesville, CA 96114 |
| Phone Number | 530.253.3551 |
| Principal | Edward J. Brown |
| Email Address | ebrown@janesvilleschool.org |
| Website | www.janesvilleschool.org |
| County-District-School (CDS) Code | 18-64105 |

| Entity | Contact Information |
|-----------------------|---|
| District Name | Janesville Union Elementary School District |
| Phone Number | 530-253-3660 |
| Superintendent | Edward J. Brown |
| Email Address | ebrown@janesvilleschool.org |
| Website | www.janesvilleschool.org |

School Description and Mission Statement (School Year 2019-20)

Our school is a small rural school nestled up against the eastern slope of the Sierra Nevada Mountains. We have approximately 380 students in transitional Kindergarten through 8th grade in attendance. With a faculty of nineteen teachers (including one resource teacher), our class sizes generally stay under twenty-five students. The school district itself is geographically large with coverage including the communities of Janesville and Milford along Highway 395.

The mission of the Janesville Union Elementary School District is to prepare students to be productive citizens and confident authors of their future. We will strive to achieve this by offering academically challenging curriculum, quality teaching, and modeling integrity and empathy for others.

Our students participate in a variety of enrichment, academic, and athletic activities. We have three busy afterschool clubs – gardening club in the fall and spring, band (all school year), and coding club (also all school year). Interested upper grade students may be involved in our Science Bowl team, our Geography Bowl team, Lit Jam, and a county-wide chess tournament held at our school. Kindergarten through 8th grade students are invited to join our cross country team, and 7th and 8th graders can join our flag football team in the fall. In the winter, we have 7th and 8th grade girls’ basketball teams, 7th and 8th grade boys’ basketball teams, a very active cheerleading squad, and a K-8 wrestling program. In the spring, our 6th through 8th grade students can go out for track and field or girls’ volleyball.

The Janesville School staff provides a safe and productive learning environment for students. Janesville School has an active student council that meets each month to discuss student-identified school issues. Parents and guardians are also very active at this school through an extensive classroom volunteer program (VIP), our Parent-Teacher Organization (PTO), and our school site council (SSC).

Since 2016, we have made great strides in our efforts to bring technology into our classrooms and to teach our students how to use this new technology. Our school has gigabit Internet access in each classroom, wireless connections available across our campus, a fully modern traditional computer lab staffed by an excellent computer technician, and a mobile computer lab for each pair of grade level classrooms. We are constantly updating our technology with new equipment to improve student learning. Most classrooms have document cameras and ceiling-mounting projectors to enhance student learning. We have a full-time computer technician who also provides support to our students to help them learn how to use our ever-changing technology. Our school library is bright, modern, and inviting, and the library is staffed by a knowledgeable and dedicated library technician. Classes have access to the library at least one day per week, and students have individual access several times per day.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 48 |
| Grade 1 | 44 |
| Grade 2 | 37 |
| Grade 3 | 39 |
| Grade 4 | 34 |
| Grade 5 | 38 |
| Grade 6 | 46 |
| Grade 7 | 41 |
| Grade 8 | 40 |
| Total Enrollment | 367 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 1.1 |
| American Indian or Alaska Native | 0.8 |
| Asian | 0.5 |
| Filipino | 0.8 |
| Hispanic or Latino | 12.8 |
| White | 77.7 |
| Two or More Races | 5.2 |
| Socioeconomically Disadvantaged | 39 |
| English Learners | 0.3 |
| Students with Disabilities | 9.8 |
| Foster Youth | 1.6 |
| Homeless | |

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 16 | 17 | 19 | 19 |
| Without Full Credential | 0 | 0 | | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 September

We adopted mathematics curriculum in 2015 and ELA in 2016. New social studies curriculum will be adopted in 2019. Science curriculum that meets the new California state standards is just becoming available and has not yet been adopted.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts | McGraw-Hill Wonders (K-5) 2016 McGraw-Hill Study Sync (6-8) 2016 | Yes | 0 |
| Mathematics | Houghton Mifflin Harcourt Math Expressions (K-5) 2015 Big Ideas Math: A Common Core Curriculum (6-8) 2014 | Yes | 0 |
| Science | Scott Foresman CA Science (K-6) Prentice Hall (7-8) | Yes | 0 |
| History-Social Science | McGraw-Hill Adventures in Time and Place (K-6) Teacher Curriculum Institute (7) McDougal Littell Creating America (8) | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The District's FIT report indicated the District is in good repair. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or are in the process of being mitigated.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: Sept. 19, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Rips in carpet in one classrooms. Carpet is on the district flooring replacement plan. |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | Exterior fountain not working outside Kindergarten. Placed on district repair schedule. |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Cafeteria/Gym - Sidewalk surface deteriorated. District will include deterioration of sidewalks in 5 year deferred maintenance plan. |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 42 | 41 | 42 | 41 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 30 | 26 | 30 | 26 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 246 | 236 | 95.93 | 4.07 | 40.68 |
| Male | 125 | 121 | 96.80 | 3.20 | 38.02 |
| Female | 121 | 115 | 95.04 | 4.96 | 43.48 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 24 | 88.89 | 11.11 | 29.17 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 189 | 182 | 96.30 | 3.70 | 44.51 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 29.41 |
| Socioeconomically Disadvantaged | 115 | 111 | 96.52 | 3.48 | 24.32 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | 27 | 26 | 96.30 | 3.70 | 23.08 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 246 | 235 | 95.53 | 4.47 | 25.96 |
| Male | 125 | 120 | 96.00 | 4.00 | 26.67 |
| Female | 121 | 115 | 95.04 | 4.96 | 25.22 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 27 | 24 | 88.89 | 11.11 | 16.67 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 189 | 181 | 95.77 | 4.23 | 27.62 |
| Two or More Races | 17 | 17 | 100.00 | 0.00 | 41.18 |
| Socioeconomically Disadvantaged | 115 | 110 | 95.65 | 4.35 | 12.73 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | 27 | 26 | 96.30 | 3.70 | 11.54 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 15.8 | 21.1 | 26.3 |
| 7 | 23.5 | 35.3 | 14.7 |

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Our school encourages parent/guardian participation and it is a center of many community activities. Parents/guardians can assist our school by serving on the School Site Council (SSC), our Parent Teacher Organization (PTO), our Local Control Accountability Plan (LCAP) committee, or other committees and organizations. Our School Site Council meets on the second Thursday of each month at 3:00 PM in the school library, and the LCAP committee meets directly after that meeting concludes. Our PTO meets monthly in the paraprofessionals' office/classroom.

Parents/Guardians are strongly encouraged to participate in our "Volunteers In-Service" or the VIP program. This program trains our volunteers and links them into those situations where they feel comfortable and valued. These volunteers provide countless hours of valuable service to our students, faculty, and staff, as well as our school as a whole.

Additionally, parents/guardians assist as class advisors, chaperones at dances and field trips, or they can provide assistance at our many evening events. For more information on how to become involved, call Ed Brown, at (530) 253-3660, or contact the school at (530) 253-3551.

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

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.6 | 4.6 | 3.2 | 1.6 | 4.6 | 3.2 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Janesville School Safety Plan was last reviewed by the Janesville School Faculty and Janesville School Site Council in February, 2019. The Safety Plan was revised and updated by the Safety Plan Committee and Board approved on February 19, 2019.

The Janesville School Safety Plan includes initial contact information and emergency contact phone numbers for easy access during an emergency.

Employees are identified in the plan, and it includes an evacuation map and procedures. Hazardous materials and sites are identified as well as command centers, helicopter landing zones and alternative landing zones, evacuation routes and alternate evacuation routes, and directions to the nearest trauma center.

Procedures have been developed and are detailed, including plans for building fires, wild land fires, snowstorms, threat of explosions or actual explosions, downed aircraft, severe wind or lightning storms, hazardous material spills, civil disorder, earthquakes, bomb threats, intruder alerts, and mass casualty incidents.

The Janesville School Safety Plan can be reviewed at the District Office. Fire drills are conducted every month during the school year. An earthquakes drill is conducted annually. Emergency lockdown procedure drills occur annually. Visitors to our school must sign in at our school office and are identified by visitor passes.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 14 | 2 | | | 15 | 2 | 1 | | 16 | 2 | 1 | |
| 1 | 17 | 1 | 1 | | 18 | 2 | | | 22 | | 2 | |
| 2 | 14 | 1 | 1 | | 19 | 1 | 1 | | 19 | 2 | | |
| 3 | 19 | 1 | 1 | | 16 | 1 | 1 | | 20 | 2 | | |
| 4 | 21 | 1 | 1 | | 19 | 1 | 1 | | 17 | 1 | 1 | |
| 5 | 21 | 1 | 1 | | 20 | 1 | 1 | | 19 | 1 | 1 | |
| 6 | 20 | 2 | | | 19 | 2 | | | 23 | | 2 | |
| Other** | | | | | | | | | | | | |

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| 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 | |
| Speech/Language/Hearing Specialist | |

| Title | Number of FTE* Assigned to School |
|---|--|
| Resource Specialist (non-teaching) | .3 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|-------------------------------------|--|--|-------------------------------|
| School Site | 9,566 | 1,224 | 8,342 | 73,387 |
| District | N/A | N/A | 8,342 | 73,387 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 0.0 |
| State | N/A | N/A | 12,068 | 80,680 |
| Percent Difference - School Site and State | N/A | N/A | -36.5 | -9.5 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Janesville Elementary School operates several supplemental programs aimed to improve student learning. All classes in Kindergarten through the third grades participate in the Class Size Reduction (CSR) program. All classes Kindergarten through third grade additionally receive instructional aide support for parts of the school day.

Our school receives school-wide Title I funds. Students are identified for Title I assistance through a variety of measures that include performance on the California Assessment of Student Performance and Progress (CAASPP), Measure of Academic Progress (MAP) scores, McGraw-Hill reading assessments, and teacher and/or parent/guardian recommendation. Students are typically provided support in the classroom setting in reading, language arts, and/or math. In fourth through sixth grades, small groups are pulled in another classroom or study area for small group reading and/or math instruction in the afternoon. In addition, we have a daily after school homework help program for students in third through eighth grades to support student learning and success.

Janesville School has one fully credentialed Special Education teacher on site, serving the needs of our disabled students. The Resource Specialist Teacher (RST) operates a classroom that is organized to serve students who require support in the Resource Specialist Program (RSP) for a portion of their school day in addition to meeting the needs of students who require support for the majority of their school day. The Special Education classroom is staffed with an instructional aide for most of the day.

Our school employs a full-time instructional assistant in our speech and language disability program. Janesville Elementary School is a member of the Lassen County Special Education Local Plan Area (SELPA) and receives the support of specialists through the county-wide SELPA programs, including a speech therapist, a school psychologist, an autism specialist, a behavior specialist, an adaptive physical education teacher, and an occupational therapist. Additionally, the school contracts for the services of a school counselor for student behavior and emotional support for one day per week.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------|------------------------|---|
| Beginning Teacher Salary | \$34,706 | \$45,252 |

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Mid-Range Teacher Salary | \$58,320 | \$65,210 |
| Highest Teacher Salary | \$88,214 | \$84,472 |
| Average Principal Salary (Elementary) | \$0 | \$107,614 |
| Average Principal Salary (Middle) | \$0 | \$112,242 |
| Average Principal Salary (High) | \$0 | \$ |
| Superintendent Salary | \$126,588 | \$124,686 |
| Percent of Budget for Teacher Salaries | 36% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 7% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Recent professional development opportunities for staff have been in the areas of school culture, safety, research-based teaching strategies, new state standards curriculum, using technology to enhance student learning, assessment, and interventions. These professional development opportunities have occurred at local workshops provided by the Lassen County Office of Education, school staff development days, faculty meetings, county-wide staff development days, and workshops offered through other California County Offices of Education.

For the 2017-2018 school year, professional development has included on-site workshops for English language development (ELD) with our California Wonders curriculum, digging deeper into our Math Expressions Curriculum, understanding and developing lessons with the Next Generation Science Standards (NGSS), Crisis Prevention and Intervention (CPI) training, and Trauma-Informed training. Three staff members attended a workshop on developing a positive classroom climate.

For the 2018-2019 school year, professional development has included Encouraging Student Discourse in Math and Science, Implementing the California Social Studies Standards, and Surviving and Active Killer.

In 2019-2020, professional development has been focused on special education laws and beginning teacher support.