

Black Butte Jr. High 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Black Butte Jr. High School
Street	7946 Ponderosa Way
City, State, Zip	Shingletown, CA 96088
Phone Number	530-474-3441
Principal	Megan Coates
Email Address	mcoates@blackbutteschool.org
School Website	www.blackbutteschool.org
Grade Span	6-8
County-District-School (CDS) Code	45698806119333

2025-26 District Contact Information

District Name	Black Butte Union Elementary School District
Phone Number	530-474-3125
Superintendent	Rich Gifford
Email Address	rgifford@blackbutteschool.org
District Website	www.blackbutteschool.org

2025-26 School Description and Mission Statement

Black Butte Jr. High School takes pride in the high academic standards and citizenship of its students. The school's programs and activities offer growth and success for each child. A skilled and dedicated staff, motivated students, and supportive parents work together to achieve all goals.

During the the 2024-2025 school year Black Butte Junior High serves approximately 82 6th, 7th, and, 8th grade students, with classes arranged on a traditional schedule.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	20
Grade 7	26
Grade 8	33
Total Enrollment	79

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	6.3
Asian	2.5
Black or African American	3.8
Hispanic or Latino	22.8
Two or More Races	5.1
White	59.5
English Learners	3.8
Socioeconomically Disadvantaged	68.4
Students with Disabilities	15.2

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100	10	100	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	0	0	15831.9	5.67
Total Teaching Positions	3	100	10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	22.86	5.7	52.64	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	14.29	0.5	4.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	2.2	62.86	4.7	42.73	14303.8	5.15
Total Teaching Positions	3.5	100	11	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.3	38.86	8.3	65.31	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	6.25	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	28.57	1	7.81	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	1.1	32.29	2.6	20.55	13705.8	4.91
Total Teaching Positions	3.5	100	12.8	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
Permits and Waivers	0.00	0	1
Misassignments	0.00	0.5	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.5	1

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	16.6	0
No credential, permit or authorization to teach (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

Black Butte Union Elementary School District held a public hearing on September 11, 2024, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbook used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September, 2022, about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

9/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Treasures, Glencoe/McGraw, September 2010	0
Mathematics	6-8 McGraw Hill; CA Math Course 1-3	0
Science	6-8 STEMscopes, September 2022	0
History-Social Science	6-8 Cengage Learning, September 2018	0

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

School Facility Conditions and Planned Improvements

Black Butte Junior High was originally constructed in 1994 and is comprised of 6 classrooms, one multipurpose room, and track and field. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. The table displays data collected in November 2024.

Year and month of the most recent FIT report

12/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X	X		replace counters in room 102, repair walk-in refrigerator in kitchen
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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
English Language Arts/Literacy (grades 3-8 and 11)	24	27	25	31	47	48
Mathematics (grades 3-8 and 11)	13	18	19	19	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
All Students	87	84	96.55	3.45	27.38
Female	47	46	97.87	2.13	30.43
Male	40	38	95.00	5.00	23.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	53	52	98.11	1.89	28.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	55	94.83	5.17	27.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	7.69

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
All Students	87	84	96.55	3.45	17.86
Female	47	46	97.87	2.13	13.04
Male	40	38	95.00	5.00	23.68
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	18	16	88.89	11.11	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	52	98.11	1.89	15.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	58	55	94.83	5.17	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	13	86.67	13.33	7.69

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
Science (grades 5, 8 and high school)	21.74	21.21	15.56	23.53	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
All Students	36	34	94.44	5.56	20.59
Female	20	20	100.00	0.00	15.00
Male	16	14	87.50	12.50	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	24	92.31	7.69	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 7	100%	100%	100%	100%	100%
Grade 9	n/a	n/a	n/a	n/a	n/a

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
Black Butte Jr. High school benefits from its supportive parents. The school has parent/guardian volunteers who donate time in the classroom supporting student academic activities under the supervision of the classroom teacher. Parents are welcome to join the school site council to provide feedback for academic achievement. Parents are also encouraged to participate in school functions. Black Butte School has developed a relationship with Shingletown Emergency Food and Outreach Center, a community organization, sponsored by the Shingletown Medical Center, that offer quality programs and services to the Shingletown area. Programs such as the emergency food bank, a Wellness Center, and resource information for housing concerns, drug abuse/domestic violence prevention assistance and nutrition/health issues are referred to the Shingletown Medical Center, as well as a Community Coordinator.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	95	30	31.6
Female	51	48	16	33.3
Male	49	47	14	29.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	21	20	8	40.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	61	58	17	29.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	70	65	26	40.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	17	7	41.2

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
25.84	21.05	13	10.7	10.71	8.04	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	0	0	0	0	0	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	13.00	0.00
Female	9.80	0.00
Male	16.33	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	16.39	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	15.71	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.76	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 safety of students and staff is a primary concern of the school. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan, which is a living document, was reviewed on November 2024. All revisions will be communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held as needed. Students are supervised before and after school, and during lunch. There is a designated area for student drop off and pick up. Fencing has been placed around the campus to assist with campus safety. To ensure the safety of students and staff and avoid disruptions, all visitors must register in the school office immediately upon entering any school building or grounds when school is in session. Visitors will be issued a visible means of identification while on school premises.

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	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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
School Site	7,200.53	3,332.75	3,867.78	83,300.44
District	N/A	N/A	2,692.44	\$82,085
Percent Difference - School Site and District	N/A	N/A	35.8	1.5
State	N/A	N/A	\$11,146	\$85,291
Percent Difference - School Site and State	N/A	N/A	-97.0	-2.4

Fiscal Year 2024-25 Types of Services Funded

All Classroom Teachers; Attend monthly Professional Learning Committee (PLC) staff and grade level meetings to review student assessment results, attendance, and teaching strategies. All teaching staff have also been learning about Multiple Tiered System of Supports (MTSS), and Universal Design for Learning (UDL) strategies. Shasta County Office of Education has been providing staff development support for increasing positive student attendance data and support along with academic support in Mathematics, English Language Development, and in reviewing new California Science Standards Science Curriculum.

New Teacher (e.g., Teacher Induction Program) TIP; At this time we have no new teachers needing this support system. When new teachers are hired the district supports the TIP program. Intern teacher on PIP professional Internship Permit.

Non-Classroom Teachers; The district has one Intervention Teacher that attends all staff and grade level PLC training's and meetings. The intervention teacher attends training offered through the Shasta County Office of Education on the California Assessment of Student Performance and Progress (CAASPP) coordination and any other pertinent training's that are offered regarding teaching strategies, academic, or social/emotional development.

National Board Certified Teachers; Currently the district has none.

Teachers experiencing difficulty/in need of improvement (Peer Assistance and Review); Teachers are evaluated every other year unless a "Need of Improvement" category has been identified. Should that occur a corrective action plan is developed and followed with other formal reviews. The plan may involve peer review, coaching from outside source, and/or specific professional development in the area in need of improvement.

Paraprofessionals (e.g., instructional aides, teacher assistants); Staff development is offered throughout the year through the district, on-line, or the Shasta County Office of Education.

Non-instructional support staff (e.g. clerical, custodial, transportation). Staff development is offered throughout the year through web-casts, CDE, and Shasta County Office of Education. Bus drivers must receive 10 hours of training per year through a certified transportation instructor. These training's are offered through the Shasta County Office of Education transportation department or privately contracted through the school district.

Student Support: Speech, counseling, tutoring, Project SHARE after school services, interventions, and Shingletown Emergency Food and Outreach Center.

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
Beginning Teacher Salary	\$48,754	\$55,248
Mid-Range Teacher Salary	\$69,511	\$80,746
Highest Teacher Salary	\$103,171	\$109,655
Average Principal Salary (Elementary)		\$133,828
Average Principal Salary (Middle)	\$106,265	\$142,253
Average Principal Salary (High)		
Superintendent Salary	\$121,529	\$155,954
Percent of Budget for Teacher Salaries	22.35%	25.26%
Percent of Budget for Administrative Salaries	3.5%	6.12%

Professional Development

The primary factors for determining professional development is based on reviewing student data including classroom formative assessments, K-3 Reach Higher reading and math assessments, Dibels assessment for reading, I-Ready reading and math assessments and reviewing the California Assessment of Student Performance and Progress (CASSPP) results. Student attendance and discipline records are also reviewed on a regular basis.

The school calendar has ten early release days scheduled, dedicated to Professional Learning Collaboration meetings, and three full days dedicated to professional development spread throughout the school calendar year. The school administrator and two teachers are participating with ongoing training on Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL). The team then brings that information back to the staff during PLC meetings. All staff are also making positive student attendance a priority with the district receiving support from the Shasta County Office of Education. We are reviewing attendance data, academic achievement, student engagement strategies, and how to improve and increase school to home communication regarding student attendance. All teaching staff have also participated in professional development activities related to social/emotional development which includes Fred Jones "Tools for Teaching", Capturing Kids' Hearts, Trauma Informed Instruction, Leader In Me, and Restorative Practices, and NorCal ELC. Shasta County Office of Education (SCOE) also provides various opportunities throughout the school year in the areas of math, language arts, writing, science, and technology, that are offered during the school day or in afternoon sessions. Summer professional development opportunities are also offered through SCOE.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	37	39	40