

# McCloud Elementary School

## 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	McCloud Elementary School
Street	332 Hamilton Way
City, State, Zip	McCloud, CA 96057
Phone Number	(530) 964-2133
Principal	Shelley Cain
Email Address	scain@sisnet.ssku.k12.ca.us
Website	<a href="http://mccloud elementary.webs.com/">http://mccloud elementary.webs.com/</a>
County-District-School (CDS) Code	47-70409-6050850

Entity	Contact Information
<b>District Name</b>	McCloud Union School District
<b>Phone Number</b>	(530) 964-2133
<b>Superintendent</b>	Shelley Cain
<b>Email Address</b>	scain@sisnet.ssku.k12.ca.us
<b>Website</b>	<a href="http://mccloud elementary.webs.com/">http://mccloud elementary.webs.com/</a>

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

We the staff of McCloud Elementary School, in partnership with our students, parents, and community members, are committed to preparing our students for success in the present and future world

### Description of School and Community

McCloud Elementary School is located in McCloud, California, a small mountain community situated at the foot of Mt. Shasta. The population of the town of McCloud is about 1,100, and the school enrollment K-8 is 55. The community is predominantly white. English is the dominant language. The town has struggled economically for years due to lack of industry and other employment opportunities. The timber industry is no longer the main source of jobs. Many of the new jobs are in the service industry. The U.S. Forest Service employs a large number of workers as do various land management companies. Most of these jobs are seasonal, resulting in a low economic standing for the community. Many families face months of unemployment each year. However, the town has made a movement toward tourism as a new economic base. Many families work outside the community in neighboring towns like Dunsmuir, Mt. Shasta and Weed. Rental properties in McCloud are severely limited and families have had to move in order to find a home to rent. The MCSD is attempting to pass an ordinance that would limit vacation rentals due to the negative impact on the community and population.

McCloud Elementary School provides the following for all students: a stimulating environment, a well-maintained school plant, one administrator, 3 full-time certificated teachers and two part time teachers. The school employs classified staff for instructional aides, office, cafeteria, and custodial duties. The district provides all basic textbooks, all necessary supplies and materials, P.E. equipment, a well-stocked library, audio-visual equipment, computers and software. The District contracts with the Siskiyou County Office of Education for specialized services and personnel. These services include: a Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse and Occupational Therapist.

Our school also offers an after-school program for all of our students. Students receive a healthy snack, help with homework and the ability to participate in some interesting extracurricular activities such as: music, art, sewing, computer graphics and some culinary activities. Our sports program is also linked with our after-school program. The S.A.F.E. (Siskiyou Afterschool for Everyone) program begins at 12:30 P.M. for our kindergarten students, at 2:45 for the 1st to 3rd graders, and at 3:00 for all other students. The program remains open until 6 P.M..

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

Grade Level	Number of Students
Kindergarten	7
Grade 1	6
Grade 2	4
Grade 3	4
Grade 4	11
Grade 5	12
Grade 6	6
Grade 7	4
Grade 8	6
<b>Total Enrollment</b>	<b>60</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	5
Filipino	1.7
Hispanic or Latino	15
White	61.7
Two or More Races	13.3
Socioeconomically Disadvantaged	70
Students with Disabilities	18.3
Homeless	6.7

**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
<b>With Full Credential</b>	5	5	5	5
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	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: 09/02/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin A Legacy of Literacy 2003 K- 6 SBE: Yes (Used for narrative studies) Glencoe The Reader's Choice 2003 7-8 SBE Yes (Use for narrative studies)  Curriculum supported with subscription to expository texts & current events: Time for Kids for K-6 and Junior Scholastic 7th & 8th Magazines are biweekly each month of the school year.	No	0
Mathematics	Houghton Mifflin Mathematics 2010 K-3 SBE: Yes  Houghton Mifflin/Harcourt - CALIFORNIA GO MATH! 4TH-8TH Grades 2014 SBE: Yes	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Harcourt Science 2000 SBE: Yes (used to support online and FOSS) Holt California Science 7-8 SBE: Yes (Used to support online and FOSS)  7/8 Science is supported with expository text Science World biweekly per month of the school year.  Discovery Education online E-Book curriculum for K-8 grades.  F.O.S.S. - K-8 full STEM science system of labs and curriculum 2019	Yes	0
<b>History-Social Science</b>	Houghton Mifflin Social Studies 2007 SBE: Yes McDougal Littell History 7-8 SBE: YES  Studies Weekly K - 8  Supplemental project materials used (ie. pockets) and Junior Scholastic Social Studies magazine used weekly.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The main building houses classrooms for grades K-8, a well-stocked library, a science room, Special Education room, a cafeteria/multipurpose room and office area. The preschool classroom is a separate building. The buildings, including restrooms, are clean, safe, and in good repair. The custodian/maintenance personnel is dedicated to maintaining a stable, clean and safe environment for staff and students.

Fire alarms and heating systems are in good repair and working order. The building has access to internet throughout and each classroom has desktop computers for staff and student use. Every student has access to a computer via desktop or Chromebooks with a more than 1:1 student to computer ratio. The wireless internet access is provided via a link connecting us to the high school.

Our grounds are very large and well-maintained, with two blacktop playing areas that have basketball hoops, and large playing field areas. The northern playground and parking lot were repaved in the summer of 2019. The southern playground is not used for recess or PE; therefore repair has not been budgeted. The school was painted in the summer of 2013. The roof was resurfaced in critical areas in 2018 and is maintained as needed in problem areas. More will be done to repair the roof in years to come; however, the cost of a complete roof replacement is beyond the district's budget.

### School Facility Conditions; Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Interim Evaluation Instrument, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

#### 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:** January 21, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Work was done on the roof in the summer and fall of 2018 to repair worn sections of the roof and fix areas that leaked. Overall the roof is in good repair.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The blacktop on the playground and the parking lot of the school were resurfaced in the summer of 2019.
<b>Overall Rating</b>	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)	33	48	33	48	50	50
Mathematics (grades 3-8 and 11)	27	35	27	35	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	42	42	100.00	0.00	47.62
Male	22	22	100.00	0.00	31.82
Female	20	20	100.00	0.00	65.00
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	25	25	100.00	0.00	52.00
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	25	25	100.00	0.00	48.00
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	40	40	100.00	0.00	35.00
<b>Male</b>	22	22	100.00	0.00	31.82
<b>Female</b>	18	18	100.00	0.00	38.89
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	24	24	100.00	0.00	33.33
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	24	24	100.00	0.00	25.00
<b>English Learners</b>					
<b>Students with Disabilities</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--



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	16.7		66.7

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. Most class sizes tested at the LEA are statistically insignificant and do not produce data according to confidentiality concerns. Seventh grade only had 5 students in 2019. Ninth grade does not apply to our LEA.

## 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)

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Contact Person Name Shelley Cain, Contact Person Phone Number (530) 964-2133

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

The McCloud Community PTO officers are very active in organizing events for the school and are responsible for helping educate our parents about the needs of our school. The PTO has paid for field trips and special events that our students might not otherwise have enjoyed without their help. This year the PTO added Movie Nights and maintained a concession at sporting events to raise funds. Parents can become a part of the McCloud Community PTO at any time throughout the year.

McCloud Elementary has benefited from several parent groups and corporations donating to support our Young Imaginations music program. The Chamber of Commerce, the McCloud High School Alumni Association, the American Legion Women's Auxiliary, the McCloud Community Recreation Council, the McCloud Garden Club and other business owners also contribute funds to support enrichment activities in the school. Great Northern has provided snacks and food bags for our families during vacation days. Some other examples of our parent and community involvement occur when parents, alumni and community members attend our McCloud After School program to share their expertise in a variety of areas.

Parents are invited to several events throughout the year at McCloud Elementary School. Participation rates are high at Back to School Night, Open House, Parent-Teacher Conferences, on field trips and volunteering in class. Parents are encouraged to complete satisfaction surveys each year in the spring. Over 95% of parents return surveys each year and most express satisfaction with the school and special programs.

In order to engage parents/guardians positively in their children's education, the Superintendent encourages staff members to do the following:

- Help parents/guardians develop parenting skills and to provide home environments that support their children's academic efforts and development as responsible members of society.
- Inform parents/guardians that they can directly affect the success of their children's learning, and provide them with techniques and strategies to improve their children's academic success and to help their children in learning at home.
- Initiate consistent and effective two-way communication between the home and school, so that parents/guardians may know when and how to help their children in support of classroom learning.
- Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers, and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.
- Encourage parents/guardians to serve as volunteers in the school, attend student performances and school meetings, and participate in Site Council and other activities, in which they may undertake governance, advisory, and advocacy roles.

### 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
<b>Suspensions</b>	0.0	2.9	1.5	0.0	2.9	1.5	3.6	3.5	3.5
<b>Expulsions</b>	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)

Date of Last Review/Update August 2019

The School Safety Plan was reviewed and updated at the beginning of the 2019-2020 school year. Parents can access pertinent details of the School Safety Plan in the parent handbook. The Safety Plan addresses preparations for responding to earthquake, fire, and intruders as well as procedures for drills. Lock down and Shelter in Place procedures were also included in the safety plan and are practiced along with fire drills. The plan and procedures are reviewed with all staff members before school begins each fall and revisions are made as needed. Each year, the school nurse provides training for all school personnel on safety procedures, health concerns, first aid, blood borne pathogens, epi-pen protocol and other safety issues.

## 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					11	1			13	1		
3									8	1		
4	19	1			22		1					
5									23		1	
6	11	2			9	1						
Other**	18	1										

\*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	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	12,775.30	2,025.76	10,749.54	\$42,823.90
District	N/A	N/A	10,749.54	\$49,233.00
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	40.6	-38.5

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)

Description of the use of Program Funds

- Title I funds provide supplemental teacher and instructional aid support
- Title II funds support a teacher for the purposes of class size reduction
- Economic Impact Aid funds support Instructional Aides

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,700	\$45,252
Mid-Range Teacher Salary	\$48,704	\$65,210
Highest Teacher Salary	\$58,074	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$80,500	\$124,686
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	9%	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			

Strong leadership from the teaching staff and Administration ensures a high quality educational program based on current research, and developmentally appropriate expectations for instruction and State Standards. The staff has diligently followed the developments in Common Core Standards and CAASPP testing. In 2017-2018, with the addition of Discovery Education E-books for science curriculum, the teachers partook of professional development and related training. Teachers were instructed in the use of the online curriculum in order to provide access to online resources for students. Teachers took part in online webinars for training on the new social studies curriculum, Studies Weekly and use of Renaissance Math and Reading (FLOW 360).

All staff members have been involved in a variety of activities to improve their skills and bring new techniques, materials, and methods to the classroom. Teaching skills are upgraded by attending summer classes, after-school classes, in-service training, and specifically designed training to meet teachers' needs. Emphasis has been placed on keeping current on Common Core Standards and implementation. Training in ACEs (Adverse Childhood Experiences) will take place in February of 2020.

Math training in our new curriculum took place throughout the 2012-2013 school year and was provided by the Siskiyou County Office of Education. In-house training and shared best practices occur monthly on Collaboration Days. Due to the small staff, it is often more cost effective and logistically effective to conduct training in-house.

Future Professional Development will be in Common Core Standards implementation and the new Smarter Balanced testing. Our 4/5 teacher and her mentor are participating in the second year of Alliance for Teacher Excellence (ATE). Training in the new FOSS kits is coming in 2020-2021 as well.