

Etna Union High

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.



Regina Hanna

Principal, Etna Union High

About Our School

Welcome to Etna High. Our school is an excellent place for students to prepare for college, careers, and their roles as citizens of the United States of America. Above all, we are responsible for providing our students with an education that will help them realize their greatest potential. Along with the specific content knowledge and skills our teachers provide in every course, we believe our classrooms should be special environments where students:

- Do meaningful and challenging work each day.
- Practice higher-order thinking skills.
- Solve problems, together and independently.
- Frequently express their ideas in writing.
- Speak before an audience—to persuade, inform, enlighten, and entertain.
- Function as independently as possible—thinking and creating with plenty of teacher encouragement, questions, and guidance.
- Grow as people who will want to pursue learning, beyond their days in school.

Recognizing that many of our students desire careers based on technical knowhow and skills, we believe it is important to offer a solid array of Career Technical Education courses and career pathways in which all students can participate.

Contact

Etna Union High
400 Howell Ave.
Etna, CA 96027

Phone: 530-467-3244
E-mail: rhanna@svusd.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Scott Valley Unified
Phone Number	(530) 468-2727
Superintendent	Allan Carver
E-mail Address	acarver@svusd.us
Web Site	http://www.svusd.us

School Contact Information (School Year 2016-17)	
School Name	Etna Union High
Street	400 Howell Ave.
City, State, Zip	Etna, Ca, 96027
Phone Number	530-467-3244
Principal	Regina Hanna
E-mail Address	rhanna@svusd.us
Web Site	www.svusd.us/ehs
County-District-School (CDS) Code	47764554733309

Last updated: 1/12/2017

School Description and Mission Statement (School Year 2016-17)

Etna High School is a learning community that helps all students become productive citizens through their academic success and their participation in the arts, technology, career technical education, athletics, social interaction, and leadership. Etna, established part of a gold rush community in 1891, lies 37 miles south of the Oregon border and 60 miles east of the Pacific coast. The town of Etna is located 27 miles southwest of Yreka, the county seat of Siskiyou County. Scott Valley is a high mountain valley bordered by the Trinity Alps and the Marble Mountains. Etna High School is part of the Scott Valley Unified School District which serves an area of approximately 1,500 square miles and encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of the Salmon. Our school is one of six schools in the Scott Valley Unified School District. The others are Etna Elementary School, Fort Jones Elementary School, Scott River High School, Scott Valley Community Day School, and Scott Valley Junior High School. Etna High is the district's only comprehensive high school. It serves 185 students in grades 9 through 12.

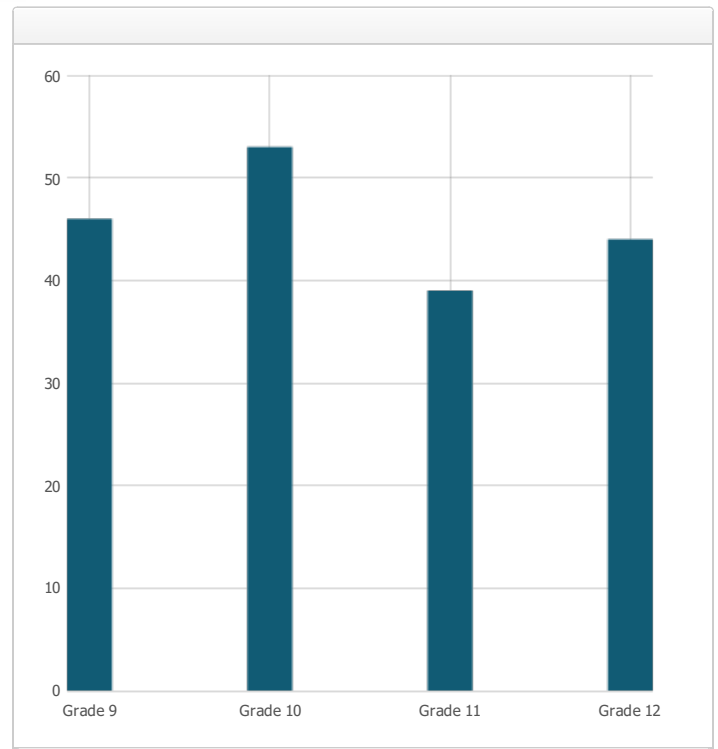
The mission of Etna High School is "To promote the success of every student."

Our shared vision is: Etna High School is a learning community that helps all students become productive citizens through their academic success and their participation in the arts, technology, career technical education, athletics, social interaction, and leadership. The school is a partnership of staff, students, parents, and community members who share responsibility for nurturing a commitment to academic excellence and Lion Pride.

Last updated: 1/11/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	46
Grade 10	53
Grade 11	39
Grade 12	44
Total Enrollment	182



Last updated: 1/10/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	8.2 %
Asian	3.3 %
Filipino	0.0 %
Hispanic or Latino	14.8 %
Native Hawaiian or Pacific Islander	0.5 %
White	66.5 %
Two or More Races	5.5 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.5 %
English Learners	1.6 %
Students with Disabilities	12.6 %
Foster Youth	2.2 %

Last updated: 1/10/2017

A. Conditions of Learning

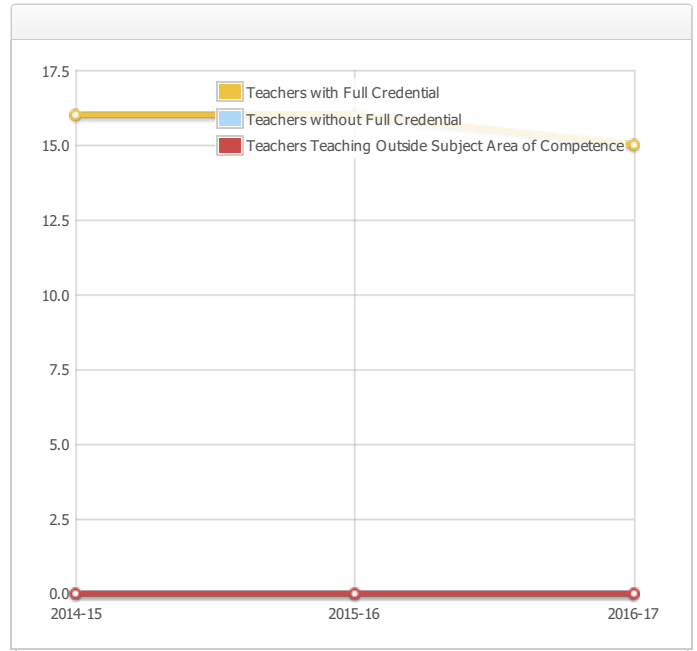
State Priority: Basic

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	16	16	15	49
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/21/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Last updated: 12/21/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/10/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Timeless Voice, Timeless Themes [Gold], Prentice Hall (2000) Timeless Voice, Timeless Themes [Platinum], Prentice Hall (2000) Timeless Voice, Timeless Themes [The American Experience], Prentice Hall (2000) Timeless Voice, Timeless Themes [The British Tradition], Prentice Hall (2000) Vocabulary.com		0.0 %
Mathematics	Integrated Math I, Carnegie Learning (2012) Integrated Math II, Carnegie Learning (2013) Integrated Math III, Carnegie Learning (2013) Financial Algebra: Advanced Algebra With Financial Applications, Cengage Learning (2011) Pre-Calculus with Trigonometry 2nd Edition, Key Curriculum Press (2007)		0.0 %
Science	Earth Science, Glencoe (2002) Science Spectrum Physical Science, Holt (2008) Biology, Glencoe (2007) Chemistry, Prentice Hall (2005) Ornamental Horticulture, Delmar (2004) Managing Our Natural Resources, Delmar (1997) Physics, McGraw Hill (2013)		0.0 %
History-Social Science	World History: The Human Journey, Holt (2005) The Americans, Holt (2012) American Government, MacGruder (2006) Economics: Today and Tomorrow, Glencoe (2008) The American Pageant, Wadsworth (15th edition)		0.0 %

Foreign Language				0.0 %
	Realidades 1, Prentice Hall (2011)			
	Realidades 2, Prentice Hall (2011)			
Health				0.0 %
Visual and Performing Arts				0.0 %
	Journalism Today, National Textbook Company (2000)			
	Adobe Illustrator			
	Adobe InDesign			
	Adobe Photoshop			
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	N/A	0.0 %

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

Last updated: 12/21/2016

School Facility Conditions and Planned Improvements

Etna High School is 56 years old, having been constructed in 1958. Student enrollment and programs have increased since the original school was constructed, with the addition of five classrooms. In 1998, the school underwent a major modernization plan. Included in this restoration were the: lighting, restrooms, floors, walls, roof, plumbing, and electrical systems. In 2010-11, the library and art room building were renovated and modernized. During the summer of 2012, the multi-purpose room floor was replaced and lighting upgrades took place in the gym and outside. Etna High School teamed with Johnson Controls with the installation of Solar Panels to help defray the cost of electricity used by the school. Due to these efforts many commendations have been bestowed upon our janitorial and maintenance crews. Safety of students and staff is a primary concern of Etna High School.

The Fire Marshall, the Occupational Safety & Health Administration (OSHA), and our liability insurance agency regularly inspect the school. Careful and prompt attention is paid to all recommendations for improvement as deemed by these entities.

Last updated: 12/21/2016

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

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

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good
----------------	------

Last updated: 12/21/2016

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	77.0%	78.0%	49.0%	44.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	52.0%	65.0%	42.0%	46.0%	34.0%	36.0%

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.

Last updated: 1/10/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	40	97.6%	77.5%
Male	15	15	100.0%	60.0%
Female	26	25	96.2%	88.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	80.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/10/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	41	40	97.6%	65.0%
Male	15	15	100.0%	66.7%
Female	26	25	96.2%	64.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	73.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	57.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/10/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	64.0%	61.0%	76.0%	70.0%	69.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 1/10/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	52	50	96.2%	76.0%
Male	25	25	100.0%	76.0%
Female	27	25	92.6%	76.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	35	34	97.1%	82.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.7%	63.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 1/10/2017

Career Technical Education Programs (School Year 2015-16)

Career Technical Education (CTE) opportunities at Etna High School include pathways in Agriculture Science, Agriculture Mechanics, Food Service and Hospitality, and Design, Visual, and Media Arts. The Ag Pathways allow students to increase their skill sets to prepare for their CTSO FFA Career Development events, connect with industry, and provides for college and career exploration. This pathway has articulated with area community colleges. The Food Service and Hospitality pathway provides students industry and career exploration opportunities, school food service and catering experience, and attend competitions through their Skills USA CTSO. This pathway also continues its long standing tradition with the Food Handler Card and ServSafe Certificate program so students gain future employment. The Design, Visual, and Media Arts Pathway include computer graphics, newspaper production, and yearbook production courses. These students also produce graphic arts design and plan to market these talents with local businesses. They will construct a CTSO with Skills USA. All Etna High School Pathways have and meet with their respective advisory boards from local industry.

*Last updated: 12/21/2016***Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	122
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	45.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25.0%

*Last updated: 12/21/2016***Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	46.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

Last updated: 1/10/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

As the School Site Council, parents, students, teachers, and school support staff meet four times each year to analyze and discuss school issues, establish school goals, and conduct and evaluate the annual parent survey. Beyond Back-To-School Night held each September, parents attend various grade level sessions, presented by our counselor, that focus on academic progress, college/career preparation, scholarships, and financial aid. The parent newsletter, published and sent home each month, includes the Counselor’s Corner feature providing continual academic, career, and college information. In addition, many teachers maintain class websites supplying parents with specific course information regarding class activities, projects, and homework. Teachers also communicate with parents, individually, via email messages. Our Parent Club raises funds throughout each school year to advance various academic programs. The parent-run, athletic booster club, Lion Pride, meets each month to identify needs and provide significant financial assistance for Etna’s extracurricular sports programs. Parents continually volunteer invaluable time and resources to our programs as field trip and away game drivers, event organizers, performers, speakers, and much more.

State Priority: Pupil Engagement

Last updated: 12/21/2016

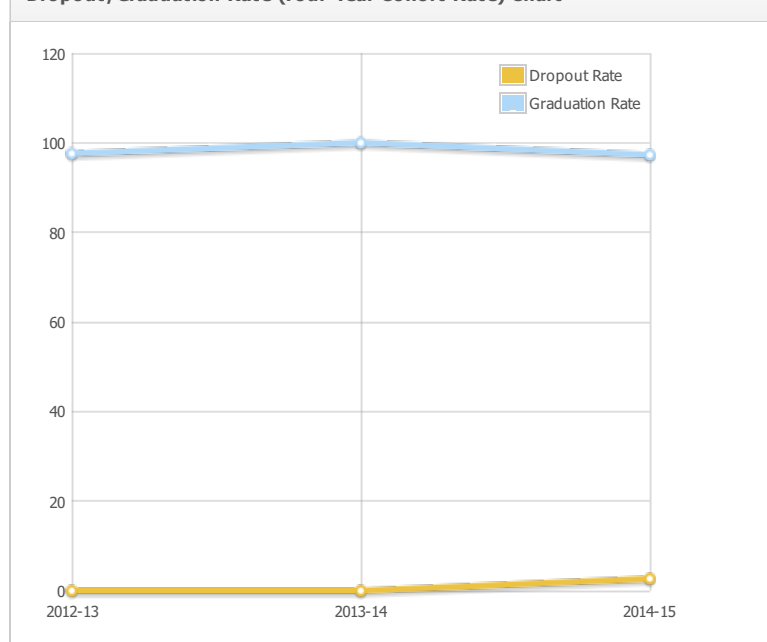
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	2.7%	6.0%	4.0%	8.7%	11.4%	11.5%	10.7%
Graduation Rate	97.60	100.00	97.30						

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/10/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	100	100	85
Black or African American	100	100	77
American Indian or Alaska Native	100	100	75
Asian	0	0	99
Filipino	0	0	97
Hispanic or Latino	100	100	84
Native Hawaiian or Pacific Islander	0	0	85
White	100	100	87
Two or More Races	67	50	91
Socioeconomically Disadvantaged	100	100	77
English Learners	0	0	51
Students with Disabilities	100	75	68
Foster Youth	--	--	--

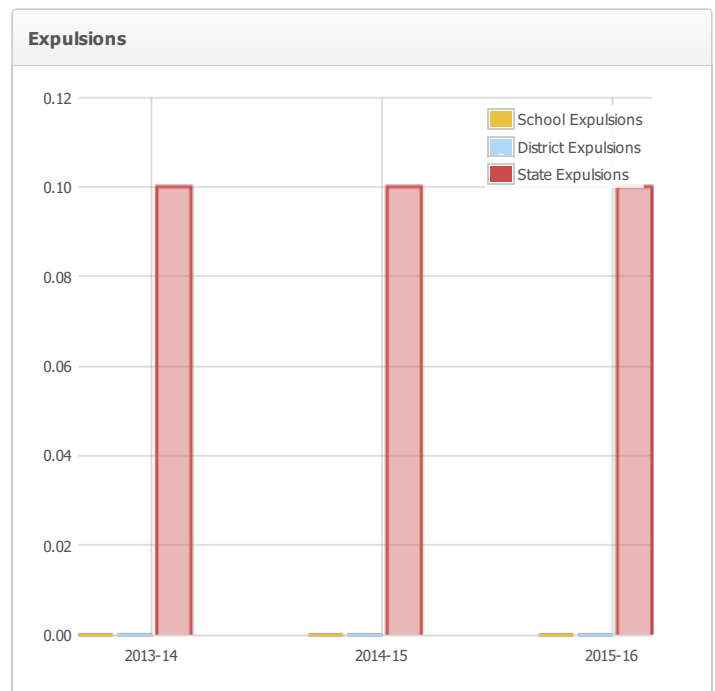
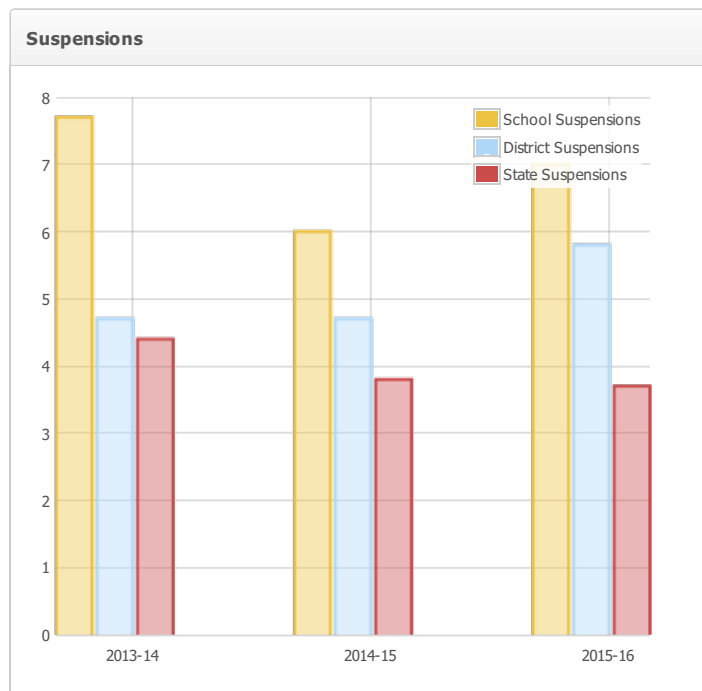
State Priority: School Climate

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.7	6.0	7.0	4.7	4.7	5.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/16/2017

School Safety Plan (School Year 2016-17)

Etna High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. 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. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

Last updated: 12/21/2016

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0%

Note: Cells with NA values do not require data.

Last updated: 1/10/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	10.0	10	2		19.0	8	3	1	22.0	9	2	
Mathematics	12.0	16			13.0	15	1		18.0	12	1	
Science	15.0	7	2		17.0	6	2	1	17.0	6	2	
Social Science	17.0	6	2		21.0	4	1	1	21.0	6	1	

* Number of classes indicates how many classrooms 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.

Last updated: 1/16/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.7	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*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.

Last updated: 1/10/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$12874.6	\$2944.1	\$9930.5	\$54148.0
District	N/A	N/A	\$9930.5	\$54148.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	N/A	N/A	74.9%	-10.8%

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

Last updated: 1/13/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund state funding, Etna High School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

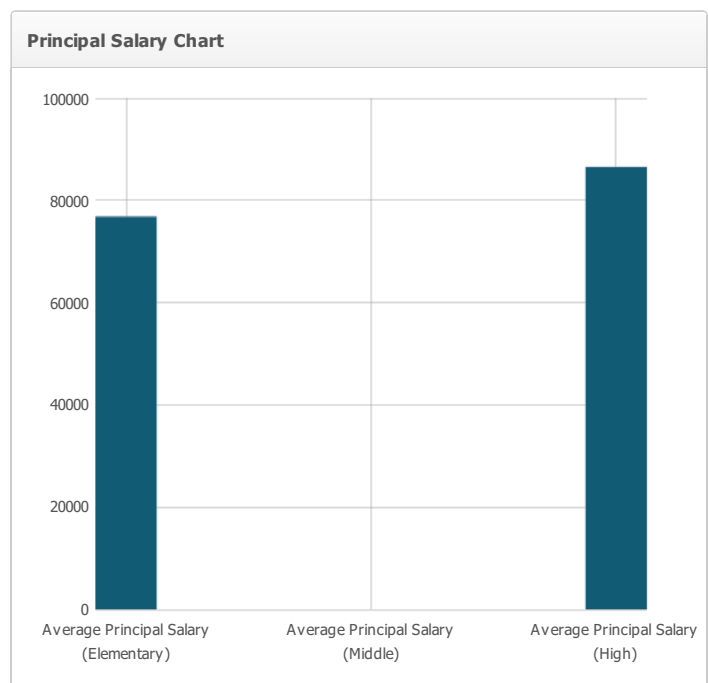
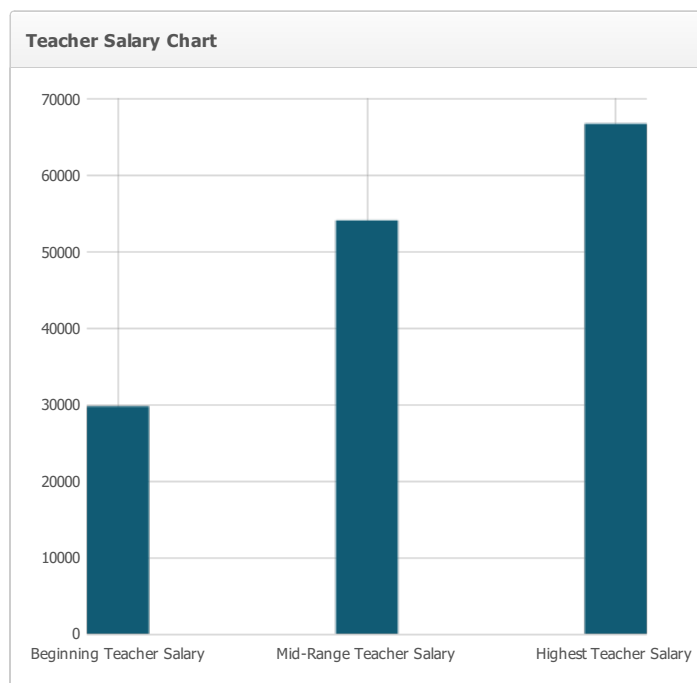
- Title I, Part A
- Title II A Teacher Quality
- After School Tutoring

Last updated: 1/11/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$29,742	\$40,430
Mid-Range Teacher Salary	\$54,027	\$58,909
Highest Teacher Salary	\$66,658	\$77,358
Average Principal Salary (Elementary)	\$76,828	\$94,634
Average Principal Salary (Middle)	\$	\$97,839
Average Principal Salary (High)	\$86,537	\$100,453
Superintendent Salary	\$141,632	\$123,728
Percent of Budget for Teacher Salaries	29.0%	32.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

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



Last updated: 1/10/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All Courses	2	2.8%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/11/2017

Professional Development

Professional development is an ongoing focus at the school; teachers continue to learn and improve, just as students do. Staff members build teaching skills by participating in many conferences, courses, and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The district offers three staff development days. Staff development topics included:

- Advanced Placement English
- Advanced Placement US History
- Autism training
- Bowmer Project (Oregon Shakespeare)
- Carnegie Math curriculum adaptation
- Carnegie Math training
- Cisco Certified Network Associate Certification
- College and Career Training
- Cue Conference
- Google Summit: Google Apps for Education (and other Google tools)
- Intervention Strategies
- Intruder training
- Perkins Grant Training
- Positive Behavior Intervention and Supports
- Positive Prevention
- SEIS Conference
- Common Core State Standards Curriculum Development
- STEM workshops
- Step up to Writing
- UC a-g articulation workshops

Last updated: 12/21/2016