

# Fort Jones Elementary

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

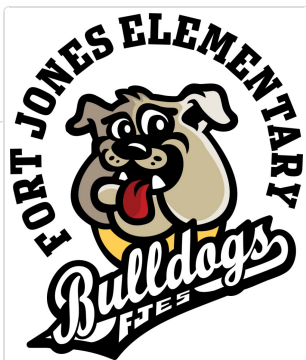
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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 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.



### Mrs. Joy Isbell, Principal

Principal, Fort Jones Elementary

#### About Our School

It is a privilege to serve the families of Scott Valley as principal of Fort Jones Elementary School. As a native of Scott Valley and former student at Fort Jones Elementary School, I know and understand that Scott Valley is a rare and beautiful place. At FJE, students, parents, teachers, and administrators work together as a team to promote the success of each and every student. We are an exemplary school with strong academics, and a devoted and dedicated staff. Our school culture is one of community and family. I'm proud to be the principal here and to continue the traditions of this school and Scott Valley.

#### Contact

Fort Jones Elementary  
11501 Mathews St.  
Fort Jones, CA 96032

Phone: 530-468-2412  
E-mail: [jisbell@svusd.us](mailto:jisbell@svusd.us)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Scott Valley Unified
<b>Phone Number</b>	(530) 468-2727
<b>Superintendent</b>	Marie Caldwell
<b>E-mail Address</b>	<a href="mailto:mcaldwell@svusd.us">mcaldwell@svusd.us</a>
<b>Web Site</b>	<a href="http://www.svusd.us">http://www.svusd.us</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Fort Jones Elementary
<b>Street</b>	11501 Mathews St.
<b>City, State, Zip</b>	Fort Jones, Ca, 96032
<b>Phone Number</b>	530-468-2412
<b>Principal</b>	Mrs. Joy Isbell, Principal
<b>E-mail Address</b>	<a href="mailto:jisbell@svusd.us">jisbell@svusd.us</a>
<b>County-District-School (CDS) Code</b>	47764556050751

*Last updated: 11/28/2018*

### School Description and Mission Statement (School Year 2018—19)

Fort Jones Elementary is a comprehensive K-5 school with an onsite state preschool which serves approximately 170 students. We are part of a small, rural, community in Northern California with a population of approximately 660. Fort Jones is nestled in beautiful Scott Valley and is surrounded by mountains, lakes, and forests. Employment consists of farming, numerous cottage industries, small-scale logging, Scott Valley Unified School District, California Department of Fish and Wildlife, and U.S. Forest Service. We are a part of the Scott Valley Unified School District and are one of two feeder schools to the junior high school. Our district also houses a high school, continuation school, and a community day school, in addition to two state preschools, two elementary schools, and one junior high school.

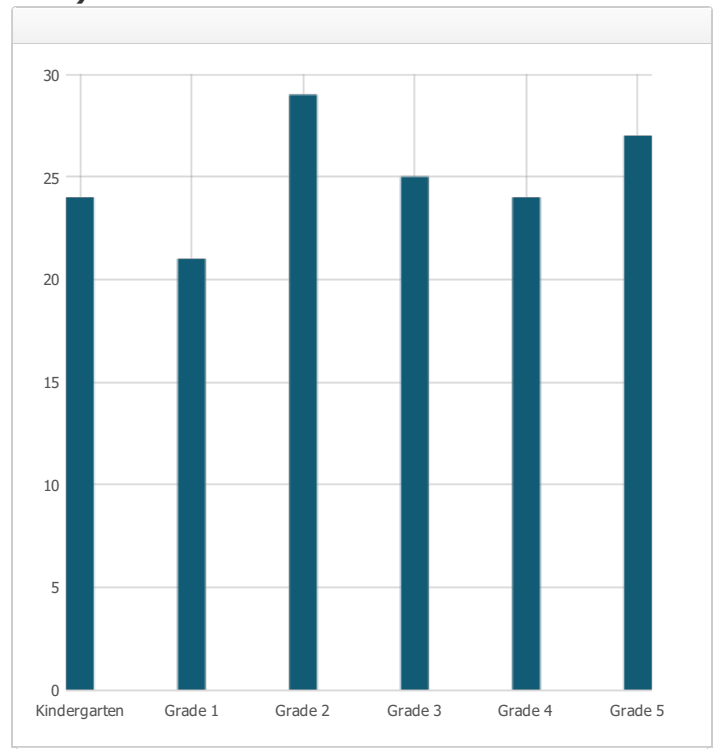
The Mission of Fort Jones Elementary, in partnership with students, parents, staff and community, is to provide each student with: An approved state adopted CCSS curriculum, challenging goals, timely, effective feedback, and a safe, friendly, and professional learning environment. We have high academic standards and an extremely supportive learning environment. FJE was named a California Distinguished School in 2006, and our state preschool is a Golden Bell Award winner. This preschool jump starts the education of students entering Kindergarten and promotes early identification of students with special needs. By becoming a School-Wide Title 1 school, we are able to better address the needs of our students. Between our Title 1 and RSP services, we are able to offer differentiated instruction time to each student on a daily basis. These targeted interventions directly impact student achievement.

Fort Jones Elementary School employs a full-time administrator and a certificated staff of six full time classroom teachers, one full time Educational Specialist/Title 1 Teacher, a half-time theater arts teacher, and a half-time Science Instructor. The classified staff includes a full-time lead maintenance/custodian, a full time custodian, a full-time cook and two part-time cook's assistants, a part-time library/media/computer technician, a full-time secretary, two full-time classroom aides, one full-time Title 1 Aide, and one full-time RSP classroom aide. It also has part-time services from Speech and Psychological Specialists provided by the Siskiyou County Office of Education. FJES's after school program BASS (Bulldog After School Studies) employs a site coordinator and two aides as well as other enrichment instructors. Our dedicated staff works extremely hard to implement all aspects of the state's standards-based educational system. They are dedicated to the belief that all children will and can achieve. All staff are appreciated and valued by a community that entrusts their children's education to Fort Jones Elementary School.

*Last updated: 12/10/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	24
Grade 1	21
Grade 2	29
Grade 3	25
Grade 4	24
Grade 5	27
<b>Total Enrollment</b>	<b>150</b>



Last updated: 11/28/2018

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	21.3 %
Asian	0.7 %
Filipino	%
Hispanic or Latino	12.7 %
Native Hawaiian or Pacific Islander	%
White	54.0 %
Two or More Races	10.0 %
Other	1.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	64.7 %
English Learners	1.3 %
Students with Disabilities	5.3 %
Foster Youth	%

## A. Conditions of Learning

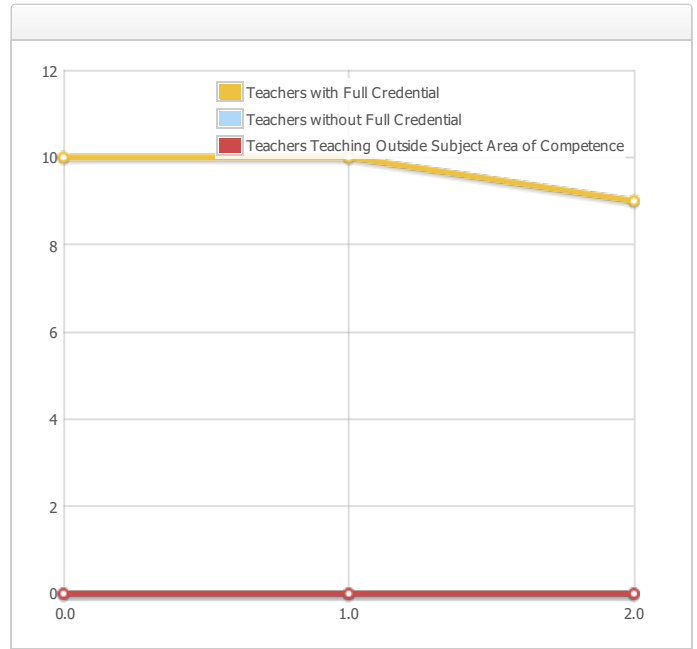
### State Priority: Basic

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

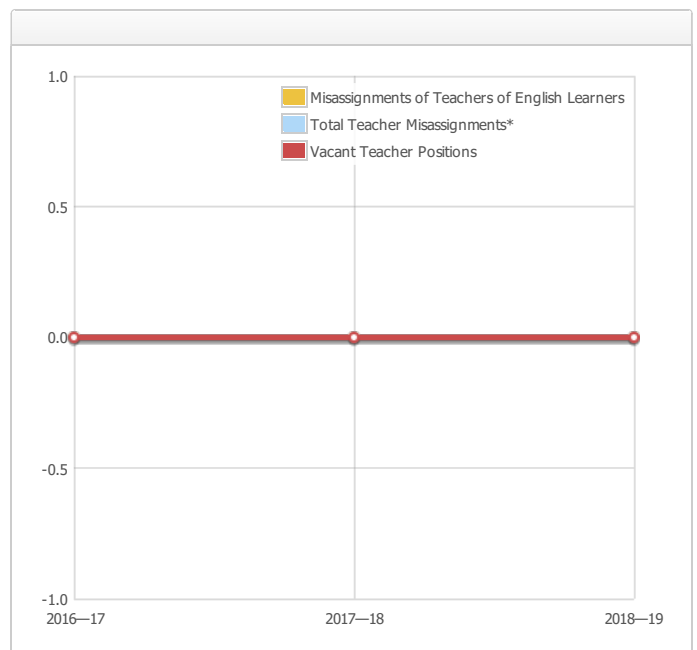
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	10	10	9	44
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 12/14/2018

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 12/14/2018

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: September 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Pearson, Reading Street	Yes	0.0 %
Mathematics	Go Math	Yes	0.0 %
Science	Full Options Science Systems (FOSS)	No	0.0 %
History-Social Science	Pearson Scott Foresman	No	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 12/6/2018*

## School Facility Conditions and Planned Improvements

Fort Jones Elementary has 9 classrooms that house students in preschool through 5th grade. In addition, the school provides a media center with a library and computer lab and a theatre arts room. Students are able to play on a primary and intermediate playground area, blacktop area at each playground, and a fenced area for preschool with play equipment. The facilities are well maintained, provide a great learning environment for all students and meet all requirements of the William's act.

*Last updated: 11/28/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

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	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New playground equipment and playground grade woodchips installed summer 2018

## Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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*Last updated: 11/28/2018*

## 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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	59.0%	50.0%	48.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	47.0%	55.0%	48.0%	48.0%	37.0%	38.0%

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.

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.

*Last updated: 11/28/2018*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.00%	58.97%
Male	47	47	100.00%	53.19%
Female	31	31	100.00%	67.74%
Black or African American	--	--	--	
American Indian or Alaska Native	17	17	100.00%	47.06%
Asian	--	--	--	
Filipino				
Hispanic or Latino	14	14	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	42	42	100.00%	69.05%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	44	44	100.00%	52.27%
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 (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.

*Last updated: 12/17/2018*



### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	78	78	100.00%	55.13%
Male	47	47	100.00%	53.19%
Female	31	31	100.00%	58.06%
Black or African American	--	--	--	
American Indian or Alaska Native	17	17	100.00%	47.06%
Asian	--	--	--	
Filipino				
Hispanic or Latino	14	14	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	42	42	100.00%	61.90%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	44	44	100.00%	52.27%
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 (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.

*Last updated: 12/17/2018*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

*Last updated: 12/17/2018*

# 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 2017—18)

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
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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: 12/17/2018*

## 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 2018—19)

Parental involvement is a strong component of Fort Jones Elementary School. Parents are encouraged and welcomed as volunteers at school, in individual classrooms, and science lab. In addition to parents and grandparents, our school is fortunate to have many retired teachers and other community members who generously donate their time to our classrooms and programs. Other opportunities for parent and community involvement include, but are not limited to classroom, field trips, Ski/Snowboard Club, Parent Teacher Organization, School Site Council, school celebrations, plays, concerts, fitness events, service learning, and our BASS program.

# State Priority: Pupil Engagement

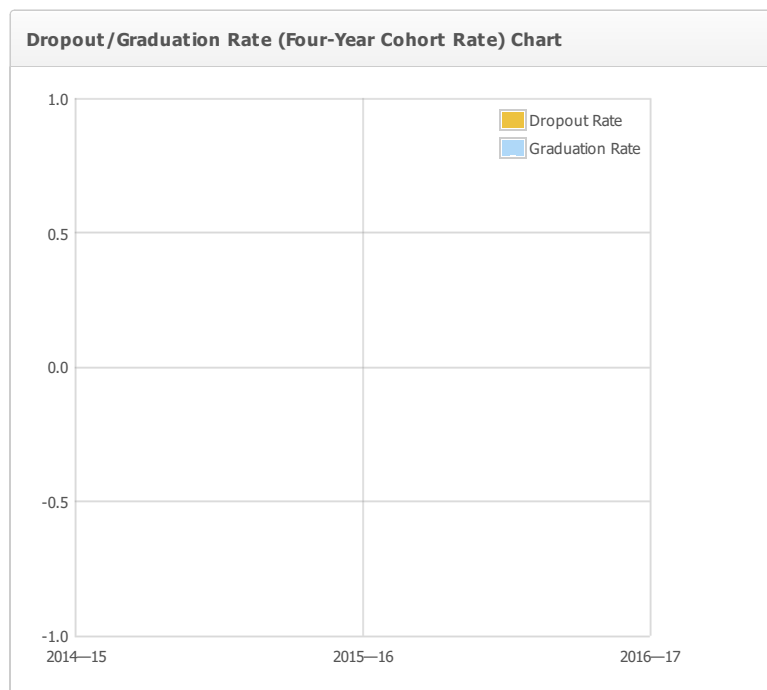
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	8.7%	0.0%	10.7%	9.7%
Graduation Rate	--	--	89.1%	100.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	2.2%	9.1%
Graduation Rate	--	97.8%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 12/17/2018

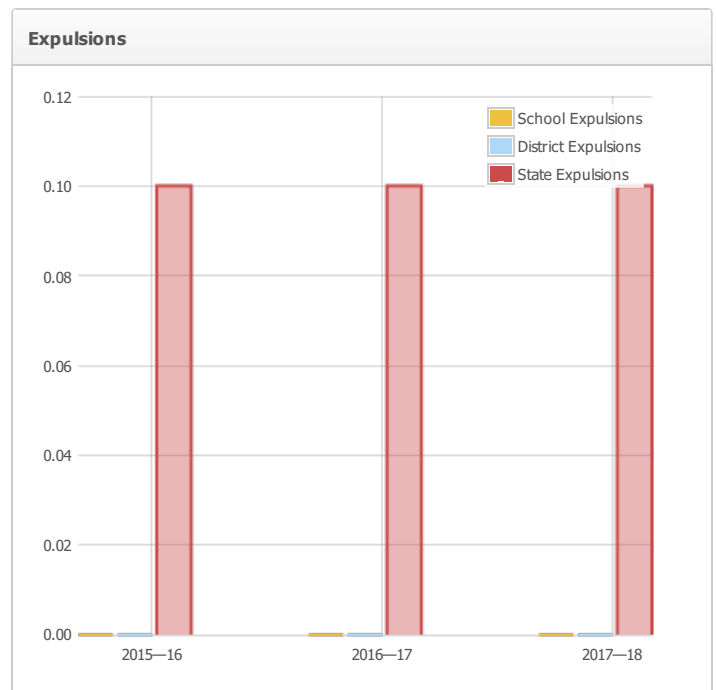
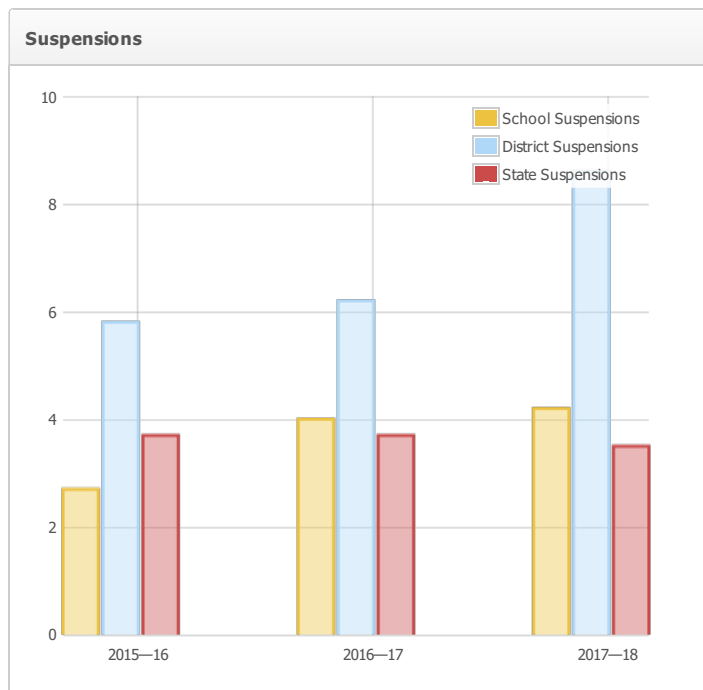
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.7%	4.0%	4.2%	5.8%	6.2%	8.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 12/17/2018

## School Safety Plan (School Year 2018—19)

Fort Jones Elementary School provides a safe, clean environment for students, staff, and volunteers. A team of custodians and maintenance personnel ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the 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 and is coordinated with community services agencies. 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: 11/28/2018

## 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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		1	
1	24.0		1	
2	21.0		1	
3	24.0		1	
4	19.0	1		
5	17.0	1		
6				
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1		
1	27.0		1	
2	25.0		1	
3	22.0		1	
4	25.0		1	
5	16.0	1		
6				
Other**				

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		1	
1	21.0		1	
2	29.0		1	
3	25.0		1	
4	24.0		1	
5	27.0		1	
6				
Other**				

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

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

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	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: 12/14/2018*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13291.1	\$3683.7	\$9601.0	\$55030.0
District	N/A	N/A	\$9601.0	\$55030.0
Percent Difference – School Site and District	N/A	N/A	0.0%	0.0%
State	N/A	N/A	\$6574.0	\$63590.0
Percent Difference – School Site and State	N/A	N/A	35.0%	-13.4%

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

*Last updated: 12/14/2018*



## Types of Services Funded (Fiscal Year 2017—18)

In addition to general fund state funding, Fort Jones Elementary 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 Teacher Quality
- Title VI Indian Education
- After School Tutoring

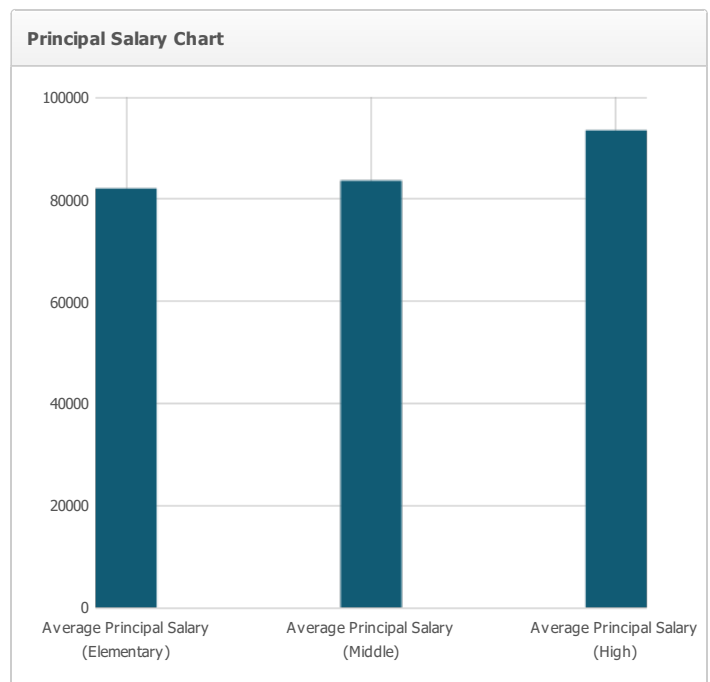
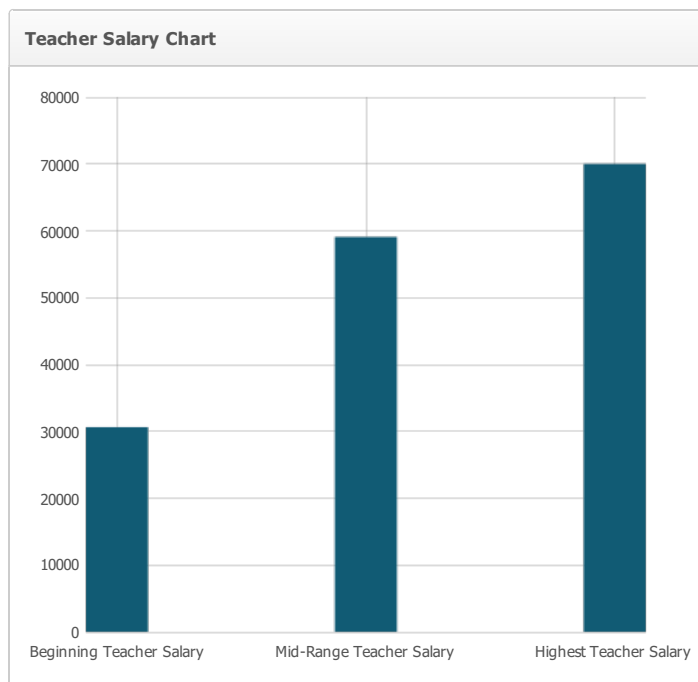
Fort Jones Elementary provides various supplemental services to support all students. These supplemental services include: Reading Academy for at-risk readers, English Language Development, iPass mathematics intervention program, Universal Access during reading/language arts, paraprofessional support for inclusion students and at-risk students, and counseling.

Last updated: 11/28/2018

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$30,634	\$42,990
Mid-Range Teacher Salary	\$59,088	\$61,614
Highest Teacher Salary	\$70,008	\$85,083
Average Principal Salary (Elementary)	\$82,102	\$100,802
Average Principal Salary (Middle)	\$83,654	\$105,404
Average Principal Salary (High)	\$93,490	\$106,243
Superintendent Salary	\$146,694	\$132,653
Percent of Budget for Teacher Salaries	27.0%	30.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



*Last updated: 1/16/2019*

## **Professional Development**

Professional development is an ongoing focus at the school; teachers continue to learn and improve, just as students do. Each teacher is devoted to a year long professional development program. All 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.

*Last updated: 12/10/2018*