

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Forks of Salmon Elementary	District Name	Forks of Salmon Elementary
Principal	Joel Kurtzman	Superintendent	Elizabeth H. Hanauer
Street	15616 Forks of Salmon Rd.	Street	15616 Salmon River Rd.
City, State, Zip	Forks Of Salmon, CA 96031	City, State, Zip	Forks Of Salmon, CA 96031-
Phone Number	(530) 462-2762	Phone Number	(530) 462-2762
FAX Number	(530) 462-4735	FAX Number	(530) 462-4735
Web Site		Web Site	
E-mail Address	bahan@sisnet.ssku.k12.ca.us	E-mail Address	bahan@sisnet.ssku.k12.ca.us
CDS Code	47-70292-6050744	SARC Contact	Elizabeth H. Hanauer

School Description and Mission Statement

The Forks of Salmon Elementary School is located in remote, isolated Northern California, off the "grid", on the beautiful Salmon River. Once a booming gold and timber area, it is now a one teacher school serving a few families who have found a way to be economically sustainable and are committed to the unique offering of mountain living. The annual report card provides parents and other interested people a variety of information about the school, its resources, its successes, and the areas of improvements needed.

Our mission is to deliver an exemplary education, in a safe environment, to empower students with skills, knowledge and attitudes necessary for success in an ever-changing world.

Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Contact Person Phone Number
Joel Kurtzman	462-4762
Loma Hurwitz	462-4762

Parents are valued and equal partners in the educational process of the students. They are involved in the development of the district's core curriculum both formally and informally. The school is especially fortunate to have an active parent participation on the School Site Council, in the classroom, preschool and after school learning programs. There is a wealth of community expertise in the areas of science, technology, art, music, and athletics. As the school is the center of almost all activities all elements come together to enhance the learning at school and beyond with the active participation and encouragement of parents.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	2	Grade 9	0
Grade 1	3	Grade 10	0
Grade 2	2	Grade 11	0
Grade 3	1	Grade 12	0
Grade 4	3	Ungraded Secondary	0
Grade 5	2		
Grade 6	0		
Grade 7	0		
Grade 8	1		
Ungraded Elementary	0	Total Enrollment	14

Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	0	0.0	Hispanic or Latino	0	0.0
American Indian or Alaska Native	5	35.7	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	9	64.3
Filipino	0	0.0	Multiple or No Response	0	0.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	Date Last Discussed with Staff
August 2002	August 2002

A safe and clean environment is provided for students, staff, volunteers and visitors. Our

custodian maintains and cleans all classroom, restrooms and grounds. Our district ensures our school plant is well maintained and administers a scheduled maintenance program. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted monthly. The school safety plan is reviewed and updated as needed. Our playground is 100% in compliance with National Safety Standards.

School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

- a) Classroom aides to extend ability of one teacher
- b) Access to technology and internet to extend classroom to outside world
- c) Library in classroom to provide all levels of reading and research
- d) Specialists and local experts/artists activities in the classroom
- e) Programs through the SCOE, TUPE, nurses and psychologists into the school
- f) Travel to neighboring schools for activities and enrichment.
- g) Parent/school holiday potluck/activity sharing
- h) Theater events annually with community and parents
- i) Parent/community/school fundraising activities involving students
- j) Community based Science and Watershed Fair with neighboring schools
- k) River Olympics and Mental Olympics annually shared with neighboring schools

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions						
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions						

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The Forks School maintains a safe, clean plant. The school grounds, building, and restrooms are in good repair. In addition, the gardens fields, and school year are exceptionally cared for, much by volunteers. There is a five year deferred maintenance plan. The Board of Trustees continually reviews the school plant for maintenance needs. The immediate plans include roofing on the newest classroom, supply storage shed roof and west exterior wall. Within three years carpet replacement in the classrooms.

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.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems	x		
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)	x		
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)	x		
Pest/Vermin Infestation	x		
Drinking Fountains (inside and outside)	x		
Restrooms	x		
Sewer	x		
Playground/School Grounds	x		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts		*	*		*	*	35	36	40
Mathematics		*	*		*	*	35	34	38
Science			*			*	27	25	27
History-Social Science		*			*		28	29	32

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading		*	*		*	*	43	43	41
Mathematics		*	*		*	*	50	51	52

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K	100	100	100	100	100	100	100	100	100
1	100	100	100	100	100	100	100	100	100
2	100	100	100	67	100	100	100	100	100
3	67	100	100	100	100	100	100	100	100
4	100	N/A	N/A	100	N/A	N/A	-----	N/A	N/A
5	-----	100	100	-----	100	100	-----	100	100
6	-----	N/A	N/A	-----	N/A	N/A	-----	N/A	N/A
7	0	N/A	N/A	0	N/A	N/A	0	N/A	N/A
8	100	0	N/A	0	0	N/A	100	0	N/A

California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

No data are available for this section as there were no students in the testing ages in 2004-2005

African American	Yes	N/A	Yes	N/A	N/A	Yes
American Indian or Alaska Native	Yes	N/A	Yes	N/A	N/A	Yes
Asian	Yes	N/A	Yes	N/A	N/A	Yes
Filipino	Yes	N/A	Yes	N/A	N/A	Yes
Hispanic or Latino	Yes	N/A	Yes	N/A	N/A	Yes
Pacific Islander	Yes	N/A	Yes	N/A	N/A	Yes
White (not Hispanic)	Yes	N/A	Yes	N/A	N/A	Yes
Socioeconomically Disadvantaged	Yes	N/A	Yes	N/A	N/A	Yes
English Learners	Yes	N/A	Yes	N/A	N/A	Yes
Students with Disabilities	Yes	N/A	Yes	N/A	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		---
Year in Program Improvement (Implementation Level)		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003			2004			2005		
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms	
		1-20	21-32		33+	1-20		21-32	33+
K-8	14	1		14	1		15	1	

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

No data are available for this section

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

VII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	100.0
All Schools in District	100.0
High-Poverty Schools in District	100.0
Low-Poverty Schools in District	0.0

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	1	1	1
Teachers with Full Credential	1	1	1
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	0.0	0.0
Master's Degree	0.0	0.0
Bachelor's Degree plus 30 or more semester hours	0.0	0.0
Bachelor's Degree	100.0	100.0
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	

Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

<p>The teacher evaluation process promotes quality instruction and is a fundamental element of a sound educational program. The evaluation is designed to encourage attainment of identified goals and to comply with the state's evaluation criteria and district policies. Tenured teacher has been evaluated.</p>
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Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

<p>Our school continues to use qualified substitute teachers to cover our teacher when absent. The Siskiyou County Office of Education's Human Resources Manager keeps an active substitute from which we employ substitute teachers.</p>

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	.03
Library Media Teacher (Librarian)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

VIII. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The one teacher is fully qualified with clear professional credential. The school focus is improving the delivery of standards-based core curriculum, enrichment for all students, and meeting the needs of underachievers. We have an excellent program for students with special needs from GATE to Special Education with technology integrated across the curriculum. All students have access to the core curriculum. Core curriculum is differentiated according to needs. Since the Forks of Salmon School is multi-graded, the needs of the students are continually assessed on an individual basis.

School leadership is shared by the teaching/principal and administrator with support of parents, staff and Board of Trustees. There is great pride in the "ownership" of our programs and plant. We pride our ability to make good decisions based on continual communication. The School Site Council is responsible for allocation of categorical budget funds, provides input on changes to the curriculum, and a positive learning environment, and supports the Single Plan for Student Achievement.

Professional Development

Information about the program for training the school's teachers and other professional staff.

Our one teacher seeks out professional development in the areas of the greatest need to meet changing and expanding current teaching theories. Professional development aids our teacher and staff to analyze the effectiveness of what they do compared to the current best practices. Staff members build teaching skills by participating in conferences, courses, and workshops throughout the year and then share their knowledge with their colleagues. Staff development days have included training in core curriculum of reading, science, film making, and Creating Respectful Schools.

Quality and Currency of Textbooks and Instructional Materials

The school has adopted and purchased state approved materials for all students in each subject consistent with content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	100%
Mathematics	100%
Science	100%
History-Social Science	100%

Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1		50,400
2		50,400
3		50,400
4		54,000
5		54,000
6		54,000
7		54,000
8		54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

For the 2004-2005 school year, there were 180 days of instruction with 175 regular and 5 minimum days. The total instructional days exceeded the daily instructional minute requirements specified in the California Education Code

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34,000	\$34,395
Mid-Range Teacher Salary	37,000	\$50,164
Highest Teacher Salary	40,000	\$60,406
Average Principal Salary (Elementary)	3,000	\$78,686
Average Principal Salary (Middle)		\$80,091
Average Principal Salary (High)		
Superintendent Salary	25,000	\$101,695
Percent of Budget for Teacher Salaries	17.0	41.5
Percent of Budget for Administrative Salaries	9.5	6.1

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$248,715	\$24,456	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

The figures shown above reflect the total (not direct) cost of educational services per Average Daily Attendance, including food services, facilities and other expenditures. These calculations are required by law annually and are compared with other districts statewide. In addition to general fund state funding, we receive state and federal categorical funding for special programs.