

## Etna Union High

# 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.



### Regina Hanna, Principal

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 96027-0721

Phone: 530-467-3244  
E-mail: [rhanna@svusd.us](mailto:rhanna@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>	Etna Union High
<b>Street</b>	400 Howell Ave.
<b>City, State, Zip</b>	Etna, Ca, 96027-0721
<b>Phone Number</b>	530-467-3244
<b>Principal</b>	Regina Hanna, Principal
<b>E-mail Address</b>	<a href="mailto:rhanna@svusd.us">rhanna@svusd.us</a>
<b>Web Site</b>	<a href="http://www.svusd.us/etnahigh">www.svusd.us/etnahigh</a>
<b>County-District-School (CDS) Code</b>	47764554733309

*Last updated: 11/28/2018*

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

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, Ceciville, 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 190 students in grades 9 through 12.

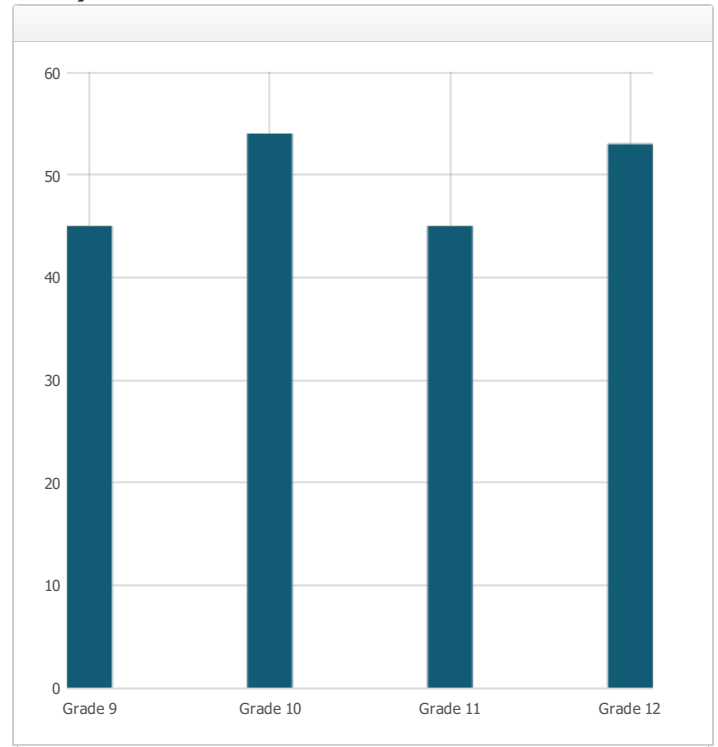
Our shared vision is that Etna High School is a learning community that helps all students become productive citizens through participation in academic, social and extracurricular opportunities. The school is a partnership of staff, students, parents, and community members dedicated to academic excellence and Lion Pride.

Etna High School's mission is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students be life-long learners, and to be college or career ready upon graduation.

*Last updated: 12/11/2018*

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

Grade Level	Number of Students
Grade 9	45
Grade 10	54
Grade 11	45
Grade 12	53
Total Enrollment	197



Last updated: 11/28/2018

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

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	8.1 %
Asian	3.0 %
Filipino	%
Hispanic or Latino	12.2 %
Native Hawaiian or Pacific Islander	%
White	70.1 %
Two or More Races	4.6 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.7 %
English Learners	3.0 %
Students with Disabilities	9.6 %
Foster Youth	%

## A. Conditions of Learning

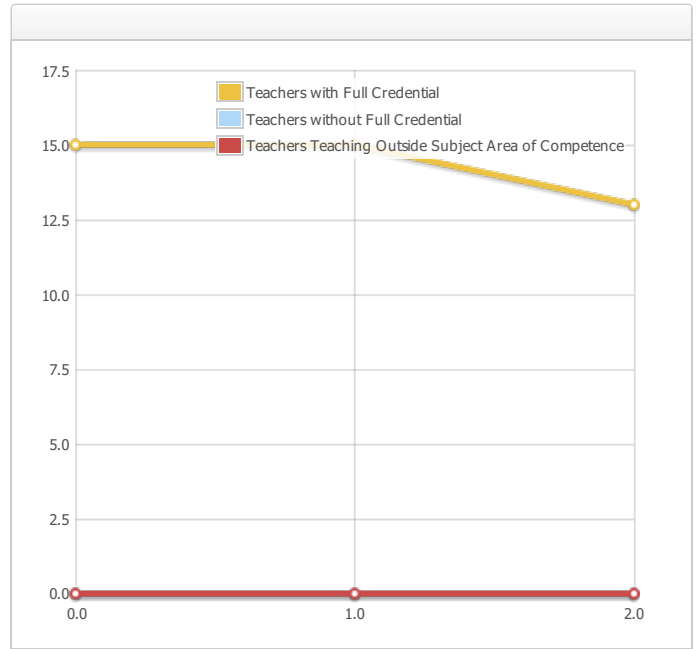
### State Priority: Basic

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

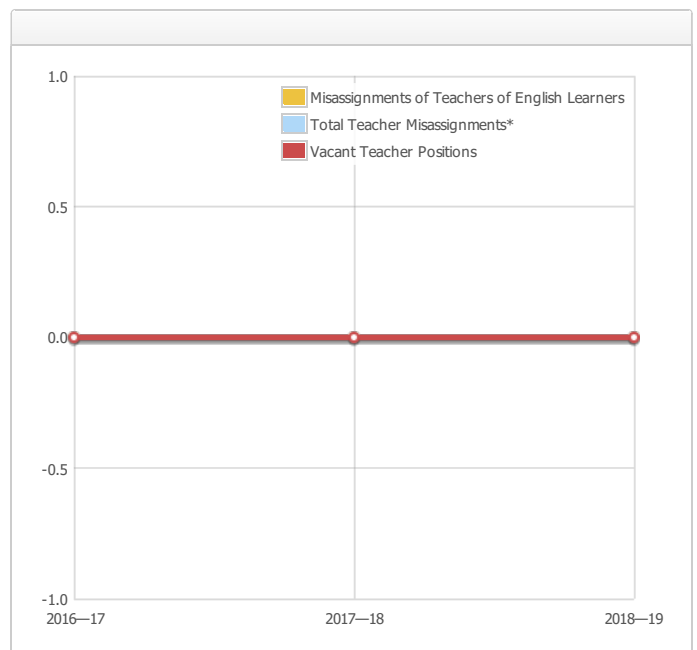
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	15	15	13	44
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



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

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	Yes	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)	Yes	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	Realidades 1, Prentice Hall (2011) Realidades 2, Prentice Hall (2011)	Yes	0.0 %
Health	Glenco/McGraw Hill, Teen Health		0.0 %
Visual and Performing Arts	Journalism Today, National Textbook Company (2000) Adobe Illustrator Adobe InDesign Adobe Photoshop		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

Etna High School is 60 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. In 2018 a culinary lab and FFA science lab were created. 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: 12/17/2018*

## School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC units are scheduled for installment summer 2019
<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	

## Overall Facility Rate

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

Overall Rating	Good
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*Last updated: 12/17/2018*

## 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)	84.0%	81.0%	50.0%	48.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	78.0%	67.0%	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: 12/17/2018*

### 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	44	42	95.45%	80.95%
Male	16	15	93.75%	80.00%
Female	28	27	96.43%	81.48%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	30	29	96.67%	79.31%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	22	20	90.91%	75.00%
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	44	42	95.45%	66.67%
Male	16	15	93.75%	73.33%
Female	28	27	96.43%	62.96%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	--	--	--	
Native Hawaiian or Pacific Islander				
White	30	29	96.67%	65.52%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	22	20	90.91%	65.00%
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

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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*

## Career Technical Education (CTE) Programs (School Year 2017–18)

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. 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, web production, and yearbook production courses. These students also produce graphic arts design and plan to market these talents with local businesses. All Etna High School Pathways have and meet with their respective advisory boards from local industry.

*Last updated: 12/11/2018*

## Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	127
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	18.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 12/14/2018*

## Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41.0%

# 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 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)

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. 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

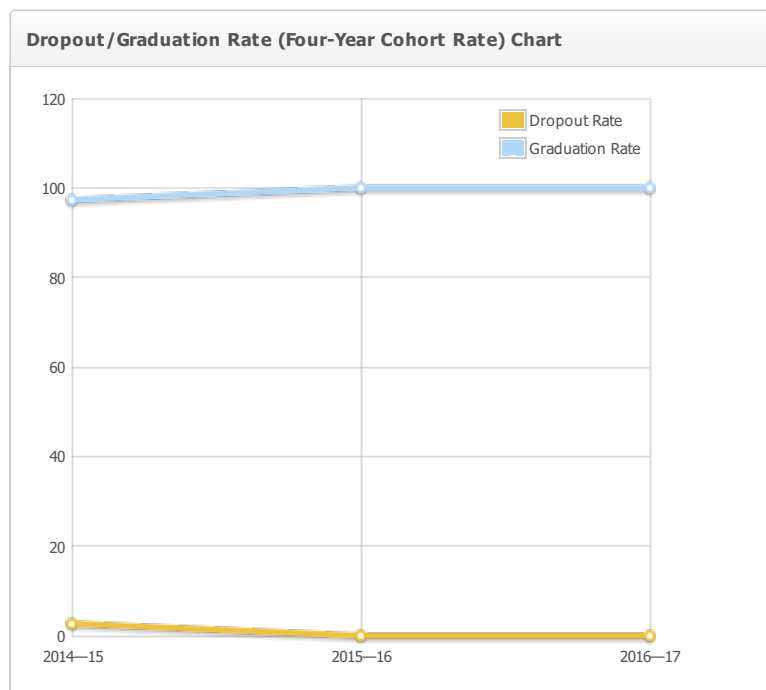
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	2.7%	0.0%	8.7%	0.0%	10.7%	9.7%
Graduation Rate	97.3%	100.0%	89.1%	100.0%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	2.2%	9.1%
Graduation Rate	100.0%	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

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	0.0%	0.0%	82.2%
American Indian or Alaska Native	100.0%	100.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	100.0%	100.0%	86.5%
Native Hawaiian or Pacific Islander	100.0%	100.0%	88.6%
White	96.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	100.0%	100.0%	88.6%
English Learners	0.0%	100.0%	56.7%
Students with Disabilities	60.0%	100.0%	67.1%
Foster Youth	100.0%	100.0%	74.1%

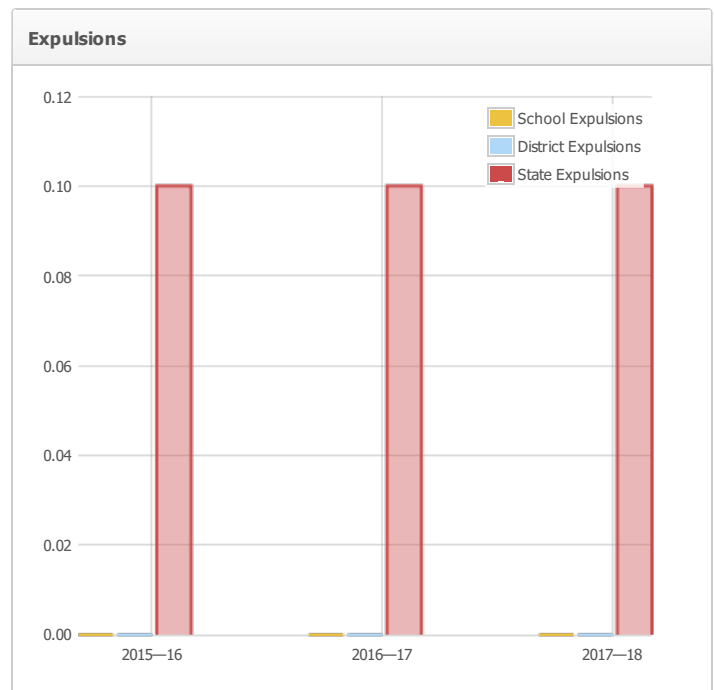
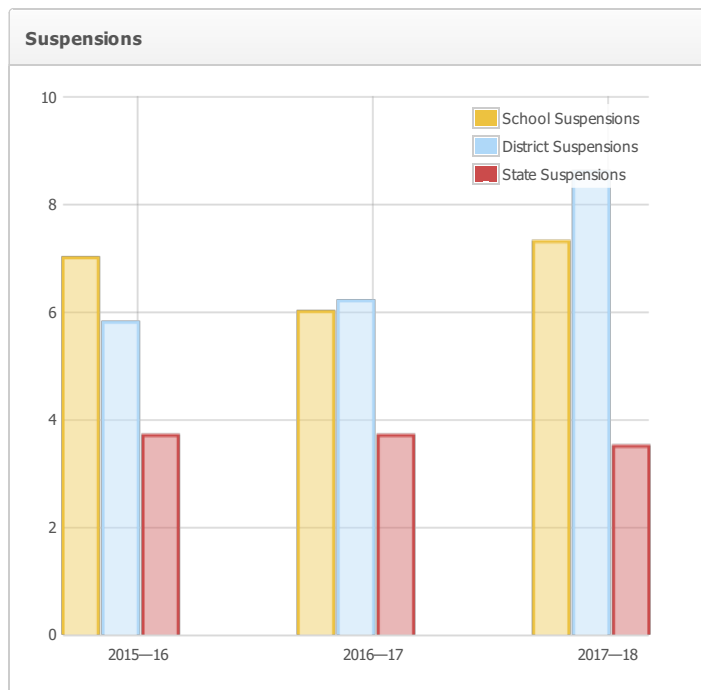
# State Priority: School Climate

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	7.0%	6.0%	7.3%	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)

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: 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 (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	4	5	
Mathematics	14.0	2		
Science	17.0	5	1	
Social Science	21.0	3	3	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	21.0	4	4	1
Mathematics	11.0	3		
Science	11.0	7	1	
Social Science	22.0	4	1	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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	7	5	
Mathematics	20.0	7	3	
Science	12.0	7	1	
Social Science	18.0	5	1	2

\* 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: 12/17/2018*

**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	0.7	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	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, Etna High School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

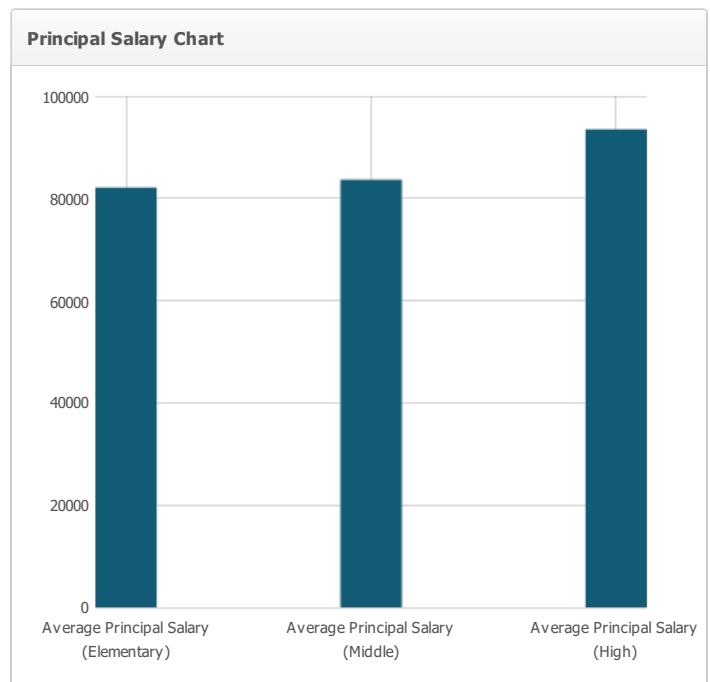
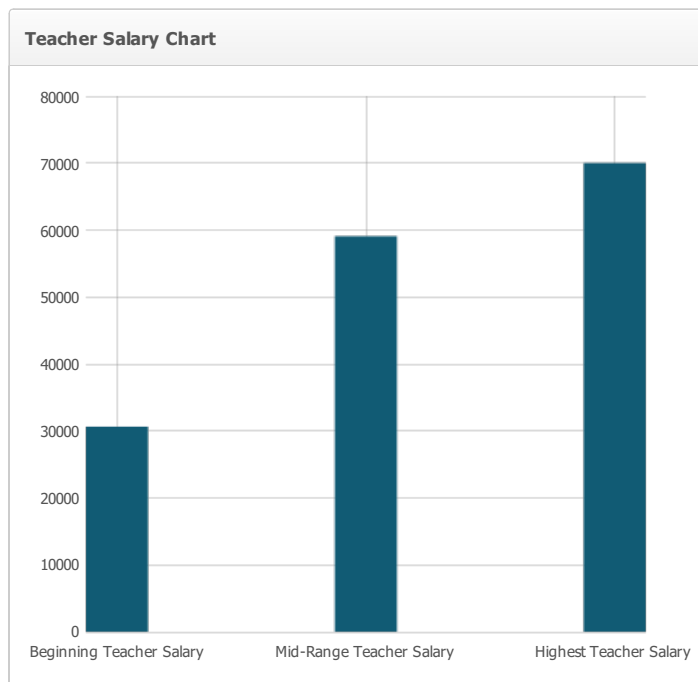
- Title I, Part A
- Title II A Teacher Quality
- After School Tutoring

Last updated: 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

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	2	15.2%

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

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

*Last updated: 12/17/2018*

**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
- Student Mental Health
- Bowmer Project (Oregon Shakespeare)
- Carnegie Math curriculum adaptation
- Carnegie Math training
- College and Career Training
- Google Summit: Google Apps for Education (and other Google tools)
- Intervention Strategies
- ALICE Training
- Perkins Grant Training
- Positive Prevention
- SEIS Conference
- Common Core State Standards Curriculum Development
- STEM workshops
- UC A-G articulation workshops
- SPED Training

*Last updated: 12/11/2018*