

Scott Valley Community Day School
Accountability Report Card
Reported for School Year 2010-2011
 Published during 2011-2012

School Information		District Information	
School Name	Scott Valley Community Day School	District Name	Scott Valley Unified School District
Administrator	Bruce Bishop	Superintendent	Emily Houck
Street	11223 N. Hwy. 3	Street	PO Box 687
City, State, Zip	Fort Jones, CA 96032	City, State, Zip	Fort Jones, CA 96032
Phone Number	(530) 467-5279	Phone Number	(530) 468-2727
Fax Number	(530) 467-3459	Fax Number	(530) 468-2729
Web Site		Web Site	http://sisnet.ssku.k12.ca.us/~ehsdfp/
Email Address	bbishop@sisnet.ssku.k12.ca.us	Email Address	ehouck@sisnet.ssku.k12.ca.us
Enrollment	2	SARC Contact	Carol Spencer
Grades Served	7-12	CDS Code	47-76455-4730206

School Description and Mission Statement

Scott Valley Community Day School opened in 2001 and is located in the beautiful Scott Valley, approximately fifteen miles southwest of the County Seat of Siskiyou County, Yreka, California. The Scott Valley Unified School District serves an area of approximately 1,500 square miles. Scott Valley Community Day School serves students in grades seven through twelve with an enrollment of five students. The district's attendance area encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of the Salmon. The major economic influences within the community are agriculture, logging, forestry, mining, tourism, and recreational businesses.

The Scott Valley Community Day School Goal is that all graduating students will be:

- skilled for the workplace and job ready
- motivated to produce quality products
- independent workers, with ability to be a team player
- active learners with ability to apply knowledge in various facets of life
- able to use technology and access pertinent information
- responsible citizens
- skilled to manage a home, family, and relationships
- working toward self-sufficiency and economic independence.

Opportunities for Parental Involvement

Contact Person Name Jim Ayres	Contact Person Phone Number 467-5279
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Parents who wish to participate in Scott Valley Community Day School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (530) 467-5279.

I. Demographic Information

Student Enrollment, by Grade Level

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

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
Black or African American	0.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	20.0%
Native Hawaiian or Pacific Islander	0.0%
White	80.0%
Two or More Races	0.0%
Socioeconomically Disadvantaged	40.0%
English Learners	0.0%
Students with Disabilities	20.0%

II. School Climate

School Safety Plan (School Year 2008-09)

Date of Last Review/Update	Jan 15, 2011	Date Last Reviewed with Staff	Jan 15, 2011
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Scott Valley Community Day School provides a safe, clean, and supportive environment for students, staff, and volunteers. Staff members ensure 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 maintained.

Safety of students and staff is a primary concern of Scott Valley Community Day School. The school is always in

compliance with all 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.

School Discipline Practices

Students at Scott Valley Community Day School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy is to take care of yourself, take care of others and take care of our school. The goal of Scott Valley Community Day School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The students are exposed to numerous crafts and activities to show another way of life than drugs, alcohol and abuse. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks. The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Scott Valley Community Day School. The program's design establishes guidelines to provide students with a meaningful and productive school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth. A student assistance plan is written for each student. The plan consists of social behavior, objectives, strategies, assessments and consequences. Periodically the student, teachers and parents review and update the plan.

Attendance

Regular attendance at Scott Valley Community Day School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely and reports excess unexcused absences to designated authorities.

District Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0	0.8	1.25	0.0	0.08	0.07
Expulsions	0	0.2	.02	0.1	0.0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

III. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

Scott Valley Community Day School provides a safe, clean, and supportive environment for students, staff, and volunteers. Staff members ensure classroom, restroom, 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 maintained. The school is located in a storefront building that meets the State Architectural standards. The Site Evaluations were done in June, 2010.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

IV. Teachers

Teacher Credentials

Scott Valley Unified School District recruits and employs the most qualified credentialed teachers. For the 2009-2010 school year Scott Valley Community Day School had one fully credentialed teacher who met all credential requirements in accordance with State of California guidelines.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	1	1	1	43.2
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				N/A

Core Academic Courses Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant 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	100.0	0.0

V. Support Staff

Counselors and Other Support Staff

It is the goal of Scott Valley Community Day School to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school offers qualified personnel to provide counseling and support services, on a part-time and/or full-time basis. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. When additional assistance is necessary, the following resources have been made available.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	*	
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	*	---
Social Worker		---
Nurse	*	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)	*	---
Paraprofessional/Aide	1	---

* As needed

VI. Curriculum and Instructional Materials

Quality, and Currency, and Availability of Textbooks and Instructional Materials

Scott Valley Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as to provide students with their own textbooks.

All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks. SVUSD follows the State Instructional Materials Adoption Cycle, which reviews instructional materials in each curricular area with a seven-year cycle. Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills and mathematical proficiency.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Textbooks and materials are brought from the referring school in the District.	0
Mathematics	"	0
Science	"	0
History-Social Science	"	0
Foreign Language	"	0

Health	"	0
Science Laboratory Equipment (grades 9-12)		

VII. School Finance

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-2010)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	\$9,977	\$3,039	\$6,937	\$51,492
Percent Difference - School Site and District	---	---		
State	---	---	\$5,455	\$57,163
Percent Difference - School Site and State	---	---		

Teacher and Administrative Salaries (Fiscal Year 2009-2010)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,262	\$37,978
Mid-Range Teacher Salary	\$53,464	\$55,253
Highest Teacher Salary	\$61,721	\$71,674
Average Principal Salary (Elementary)	\$83,377	\$87,651
Average Principal Salary (Middle)	\$92,848	\$92,196
Average Principal Salary (High)	\$90,319	\$93,352
Superintendent Salary	\$136,576	\$116,851
Percent of Budget for Teacher Salaries	32.78%	34.00 %
Percent of Budget for Administrative Salaries	3.73%	7.00 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Scott Valley Community Day School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Standards Achievement Test Series (SAT-9) and the California Standards Assessments. The SAT-9 measures achievement based on student comparison, and the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.0	0.0	0.0	1.2	0.4	0.0	4.9	5.7	4.6
Graduation Rate			100.00	96.77	100.00	100.00	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2010-11 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

N/A

Degree to Which Students Are Prepared to Enter Workforce

It is the goal of Scott Valley Community Day School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Instructional strategies that foster critical thinking, problem solving, leadership, and academic skills to ensure work-readiness skills.

XI. Instructional Planning and Scheduling

School Instruction and Leadership

The programs at Scott Valley Community Day School are very dependent on the collaboration and teamwork of the staff. The site administrator, teachers, aides and secretary work closely together as a team. Their key to success is cooperation, communication, and flexibility. If something needs changing, it can be dealt with immediately.

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 offered three staff development days. Staff development topics included:

- Standards Based Curriculum
- Edu-Soft use by educators
- Developing benchmark tests
- Use of P.O.P. Cornell notes
- District articulation between curriculums
- Improving API - strategies
- Intervention strategies
- Writing across the curriculum

The Scott Valley Community Day School's Accountability Report Card was prepared by Carol Spencer