

Scott Valley Junior High School
Accountability Report Card
Reported for School Year 2010-2011
 Published during 2011-2012

<i>School Information</i>		<i>District Information</i>	
School Name	Scott Valley Junior High	District Name	Scott Valley Unified School District
Principal	Bruce Bishop	Superintendent	Emily Houck
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Principal's Message

Welcome to Scott Valley Junior High School, home of the Panthers. This School Accountability Report Card is designed to provide an understanding of our school's programs, progress and needs.

Scott Valley Junior High has served the communities of Scott Valley and Quartz Valley since the fall of 1985. The school has excellent academic programs and staff who are dedicated to promoting the success of each student. Our goal is to develop students who are independent learners, critical thinkers, and responsible citizens. In 1990, we were recognized as a "California Distinguished School" and nominated again in 2002 and 2004. Based upon our Spring 2011 STAR exam scores, our school received an API score of 861 which represented a growth of 13 points over the previous year. SVJH also met all its Adequate Yearly Progress (AYP) goals. We also have excellent extracurricular and athletic programs. We have an after-school program which provides extra tutoring and study time for our students.

SVJH maintains an active homepage that is updated daily. The homepage provides ongoing information about the school ranging from monthly calendars, the current monthly newsletter, daily homework, master schedule and bell schedules as well as a library homepage. Students and parents may also check their current grades online. The address for the home page is: <http://www.sisnet.ssku.k12.ca.us/~svjrhigh/>.

We want parents to feel welcome at SVJH and encourage you to visit and to be part of the ongoing school improvement process. We also encourage you to call (530) 468-5658 with any questions or suggestions you might have.

Mission Statement

MISSION: “TO ENSURE HIGH LEVELS OF LEARNING FOR ALL STUDENTS”

School Description

Scott Valley Junior High School was established in 1985 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 and is composed of Etna High School, Scott Valley Junior High, Scott River High School, Etna Elementary, Fort Jones Elementary, two Community Day schools and Scott River Adult School.

Scott Valley Junior High School serves students in grades seven through nine with an enrollment of 110 students. Etna Elementary and Fort Jones Elementary are feeder schools for Scott Valley Junior High School. Students, upon completion of the junior high, attend Etna High School. The major economic influences within the community are agriculture, logging, forestry, mining, tourism, and recreational businesses.

Opportunities for Parental Involvement

Contact Person Name	Bruce Bishop	Contact Person Phone Number	(530) 468-5565
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Parent involvement opportunities exist at virtually every level of the school. Panther Power Parents Club is the academic and sports booster club for Scott Valley Junior High School. This group sponsors various tournaments and academic recognition events. Panther Power also manages the snack shack at home games, chaperones school dances, and furnishes refreshments for evening meetings. Parents are encouraged to attend athletic events and music performances throughout the year. Progress reports and quarter and semester grade reports are mailed home and parent conferences are held once a year or on an as needed basis.

Parents elect representatives to serve on the School Site Council. The SSC meets at least four times a year and provides feedback to the parents-at-large. In addition, the Title I programs hold annual parent informational meetings to keep parents abreast of developments and opportunities within their programs.

I. Demographic Information

Student Enrollment, by Grade Level (School Year 2010-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	52
Grade 8	55
Ungraded Elementary	0
Grade 9	2
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	109

Student Enrollment by Group (School Year 2010-11)

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

Student Enrollment by Subgroup (School Year 2010-11)

Group	Percent of Total Enrollment
Black or African American	0.9%
American Indian or Alaska Native	6.4%
Asian	0.9%
Filipino	0.0%
Hispanic or Latino	11.0%
Native Hawaiian or Pacific Islander	0.0%
White	71.6%
Two or More Races	9.2%
Socioeconomically Disadvantaged	31.2%
English Learners	1.8%
Students with Disabilities	8.3%

II. School Climate

School Safety Plan

Date of Last Review/Update	May 14, 2011	Date Last Reviewed with Staff	May 14, 2011
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Scott Valley Junior 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.

District Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2008-09	District 2009-10	District 2010-11
Suspensions	0.09	0.07	0.10	0.0	0.08	0.07
Expulsions	0	0	0	0.1	0.0	0.0

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

III. School Facilities

Facility Conditions and Planned Improvements (School Year 2011-12)

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Scott Valley Junior High School opened in 1985 and includes a gymnasium, woodshop, library, computer lab, science lab, home economics room, and six other classrooms. Outdoor facilities include a baseball diamond, two tennis courts, a track and football/soccer field, and two outdoor basketball courts. Recent renovations to Scott Valley Junior High School consist of resurfacing of the outdoor basketball courts. The HVAC was recently upgraded to provide individual heating and air conditioning to each classroom. Exterior paint, new ground cover and a classroom 7 remodel is planned for this year.

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. The Site Evaluations were done in May, 2010.

School Facility Good Repair Status (School Year 2011-12)

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		x			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School 2008-09	School 2009-10	School 2010-11	District 2010-11
With Full Credential	7	7	7	43.20
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2010-11)

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 the [NCLB](#) Web site.

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		

V. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

It is the goal of Scott Valley Junior High 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.

Special Education services are provided for eligible students, based on their Individualized Education Plan (IEP). A Resource Specialist teacher and one paraprofessional provide instruction individually and in small groups. Following the inclusion model, every effort is made to keep the student in the regular classroom environment.

The Student Success Team (SST) meets to discuss the needs of students referred by classroom teachers. Team members, in cooperation with parents, work to identify students' learning strengths and challenges in order to determine interventions and strategies to help students achieve their fullest potential.

When additional assistance is necessary, the following resources have been made available:

Title	FTE
Counselor	0.20
Librarian	0.75%
Psychologist	*
Social Worker	*

Nurse	*
Speech/Language/Hearing Specialist	*
Resource Specialist (non-teaching)	*

* Siskiyou County Schools provides itinerant service

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials

Core Curriculum Area	Textbooks and Instructional materials/ year of adoption	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<i>The Language of Literature – 2002, Good condition</i>	0
Mathematics	<i>Algebra Readiness – Holt, 2008 Good condition</i> <i>Mathematics Course 2: PreAlgebra—Holt 2008, Good Condition</i> <i>Algebra I – Holt, 2008, Good Condition</i>	0
Science	<i>Focus on Life Science – 2008, Excellent and good condition</i> <i>Focus on Physical Science – 2008, Excellent and good condition</i>	0
History-Social Science	<i>History Alive—The U.S. through Industrialism 2005, Good Condition</i> <i>History Alive—The Medieval World and Beyond, 2005, Good Condition</i>	0
Foreign Language		
Health		
Science Laboratory Equipment (grades 9-12)		

VII. School Finances

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	---	---		

Types of Services Funded

Scott Valley Unified School District spent an average of \$9,977 to educate each student (based on 2010-2011 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per Average Daily Attendance (ADA), excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Scott Valley Unified School District receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- EIA (Economic Impact Aid)
- Title I, Part A
- Title II A
- Title II D Technology

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

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 %

VIII. 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.

CST Results for All Students – Three Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	67%	67%	78%	62%	59%	65%	49%	52%	54%
Mathematics	45%	65%	53%	49%	54%	57%	46%	48%	50%
Science	74%	77%	67%	63%	62%	68%	50%	54%	57%

History-Social Science 41% 51% 64% 49% 46% 51% 41% 44% 48%

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.

CST Results by Student Group (School Year 2010-11)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	65%	57%	68%	51%
All Students at the School	78%	53%	67%	64%
Male	77%	55%	70%	64%
Female	79%	51%	64%	64%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino				
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander				
White	79%	54%	68%	64%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	72%	46%	68%	60%
English Learners	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services				

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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7	26.4%	30.2%	30.2%
9			

IX. Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	N/A		10

API Performance Index Growth by Student Group – Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	29	16	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	50	23	-1
Two or More Races	N/D		
Socioeconomically Disadvantaged			11
English Learners			
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

API Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	Number of Students	2011 Growth API				
		School	Number of Students	LEA	Number of Students	State
All Students at the School	104	861	494	826	4,683,676	778
Black or African American	1		5		317,856	696
American Indian or Alaska Native	7		31	796	33,774	733

Asian	1	6	398,869	898
Filipino	0	0	123,245	859
Hispanic or Latino	7	53	762 2,406,749	729
Native Hawaiian or Pacific Islander	0	0	26,953	764
White	82	864 365	840 1,258,831	845
Two or More Races	6	34	784 76,766	836
Socioeconomically Disadvantaged	54	823 261	795 2,731,843	726
English Learners	1	21	777 1,521,844	707
Students with Disabilities	11	666 59	614 521,815	595

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	Yes
Met API Criteria	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP](#) Web page.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

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				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.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	9.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

XI. Instructional Planning and Scheduling

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 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
- Galileo Software used 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
- IPass (math intervention software)

The Scott Valley Junior High School's Accountability Report Card was prepared by Carol Spencer