

# Etna High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Etna High School
<b>Street</b>	400 Howell Avenue (P.O. Box 721)
<b>City, State, Zip</b>	Etna, California 96027
<b>Phone Number</b>	(530) 467-3244
<b>Principal</b>	Joy Isbell
<b>Email Address</b>	jisbell@svusd.us
<b>School Website</b>	svusd.us/etnahigh
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	47-76455-4733309

### 2024-25 District Contact Information

<b>District Name</b>	Scott Valley Unified School District
<b>Phone Number</b>	530-468-2727
<b>Superintendent</b>	Micheline Miglis
<b>Email Address</b>	mmiglis@svusd.us
<b>District Website</b>	svusd.us

### 2024-25 School Description and Mission Statement

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,

## 2024-25 School Description and Mission Statement

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.

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, Cecilville, and the Forks of the Salmon. Our school is one of five schools in the Scott Valley Unified School District. The others are Etna Elementary School, Fort Jones Elementary School, Scott River High 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.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	61
Grade 10	41
Grade 11	43
Grade 12	44
<b>Total Enrollment</b>	<b>189</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.3
Male	58.7
American Indian or Alaska Native	6.9
Asian	1.6
Black or African American	1.1
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.2
White	61.9
English Learners	2.1
Foster Youth	1.1
Homeless	2.6
Socioeconomically Disadvantaged	37
Students with Disabilities	8.5

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.40	71.54	35.00	80.08	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	2.28	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.90	6.79	2.60	6.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.10	21.60	4.30	9.89	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.70	1.64	18854.30	6.86
<b>Total Teaching Positions</b>	14.50	100.00	43.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.50	75.86	30.00	78.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	5.87	0.80	2.15	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.60	6.81	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	15.54	3.70	9.74	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.30	2.65	1.00	2.62	15831.90	5.67
<b>Total Teaching Positions</b>	13.90	100.00	38.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.30	74.30	25.20	71.24	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.40	3.09	1.00	2.82	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	7.18	2.00	5.64	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	10.84	3.40	9.62	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.60	4.45	3.70	10.61	14303.80	5.15
<b>Total Teaching Positions</b>	13.90	100.00	35.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.90	0.00	0
<b>Misassignments</b>	0.00	0.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.90	0.00	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.20	1.00	0
<b>Local Assignment Options</b>	2.90	1.10	1.5
<b>Total Out-of-Field Teachers</b>	3.10	2.10	1.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.7
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	0.7	3.3

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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) Great Source Vocabulary for Achievement (2000)		0
<b>Mathematics</b>	Integrated Math I, Carnegie Learning (2012) Integrated Math II, Carnegie Learning (2013) Integrated Math III, Carnegie Learning (2013) Intergrated Math IV, McGraw Hill (2012) Financial Algebra: Advanced Algebra With Financial Applications, Cengage Learning (2011) Pre-Calculus with Trigonometry 2nd Edition, Key Curriculum Press (2007)		0
<b>Science</b>	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
<b>History-Social Science</b>	World History: The Human Journey, Holt (2005) The Americans, Houghton Mifflin Harcourt (2012)		0

	American Government, MacGruder (2006) Economics: Today and Tomorrow , Glencoe (2008) The American Pageant, Wadsworth (15th edition)		
<b>Foreign Language</b>	Realidades 1, Prentice Hall (2011) Realidades 2, Prentice Hall (2011)		0
<b>Health</b>	Teen Health, Glenco/McGraw Hill		0
<b>Visual and Performing Arts</b>	Journalism Today, National Textbook Company (2000) Adobe Illustrator Adobe InDesign Adobe Photoshop		0

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

## School Facility Conditions and Planned Improvements

<b>Year and month of the most recent FIT report</b>				November 2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Locker Room floors epoxy needs to be redone in near future; Multipurpose Room and Rooms 201, 202, 303, 309, 310 , 401 need flooring replaced - no tripping hazards present
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	75	58	49	45	46	47
<b>Mathematics</b> (grades 3-8 and 11)	58	40	36	38	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	43	40	93.02	6.98	57.50
Female	20	19	95.00	5.00	63.16
Male	23	21	91.30	8.70	52.38
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	26	89.66	10.34	57.69
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	45.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	43	40	93.02	6.98	40.00
<b>Female</b>	20	19	95.00	5.00	57.89
<b>Male</b>	23	21	91.30	8.70	23.81
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	29	26	89.66	10.34	46.15
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	11	11	100.00	0.00	54.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	38.67	46.91	38.07	35.06	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	81	93.10	6.90	46.91
Female	44	40	90.91	9.09	45.00
Male	43	41	95.35	4.65	48.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	60	55	91.67	8.33	50.91
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00	0.00	38.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Etna High School offers seven Career Technical Education Pathways within three separate Industry Sectors: Agriculture & Natural Resources, Hospitality, Tourism & Recreation, and Arts, Media and Entertainment. In order to become a "pathway completer," students must complete all courses listed under their chosen pathway. It is not required for students to complete a pathway in order to graduate from Etna High School, but we highly encourage students to complete multiple pathways in order to develop multiple skill sets to build upon in their future endeavors. The Agricultural and Natural Resources Industry Sector includes the following classes: Ag Core, Ag Mechanics I, II and III, Ag CAD, Ag Woodshop, Ag Biology, Ag Chemistry, Advanced Ag Science, Ag Business and Floriculture I and II. The Hospitality, Tourism, and Recreation Industry Sector has Culinary Arts classes. The Arts, Media and Entertainment Industry Sector includes the following classes: Graphic Design, Art I, Computer Graphics and Design, Advanced Computer Graphics and Design/Yearbook, Intermediate Film/Video Production, and Advanced Film/Video Production.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	160
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	52.27

## B. Pupil Outcomes

### 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.

## 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95	97	95	97	97

## 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 regarding the school district and at each school site.

## 2024-25 Opportunities for Parental Involvement

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 welcome back day held each August, parents also 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

## 2024-25 Opportunities for Parental Involvement

month via mail and email, includes the Counselor's Corner feature providing continual academic, career, and college information. In addition, many teachers maintain class websites and/or Google Classrooms 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Dropout Rate</b>	0.0	7.0	0.0	0.0	5.6	1.8	7.8	8.2	8.9
<b>Graduation Rate</b>	97.6	93.0	100.0	97.9	92.6	98.2	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	43	43	100.0
<b>Female</b>	23	23	100.0
<b>Male</b>	20	20	100.0
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	31	31	100.0
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	27	100.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	196	192	42	21.9
Female	82	81	21	25.9
Male	114	111	21	18.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	5	38.5
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	29	5	17.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	24	24	4	16.7
White	122	120	28	23.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	118	116	31	26.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	17	17	6	35.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.81	11.76	7.14	5.32	9.47	10.64	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.15	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.14	0.00
Female	3.66	0.00
Male	9.65	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.67	0.00
White	7.38	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	27.27	0.00
Socioeconomically Disadvantaged	9.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.76	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

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

## 2024-25 School Safety Plan

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.

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	5	5	
Mathematics	15	9	3	
Science	14	8	1	
Social Science	15	7	2	

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	17	3	
Mathematics	10	14	1	
Science	9	17	1	
Social Science	10	11	2	

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	13	4	
Mathematics	11	12	3	
Science	10	9		
Social Science	13	8	2	

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	135

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.4
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	18367.68	6118.98	12248.70	72847.48
<b>District</b>	N/A	N/A	12248.70	72847.48
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$10,771	\$78,673
<b>Percent Difference - School Site and State</b>	N/A	N/A	12.8	-7.7

## Fiscal Year 2023-24 Types of Services Funded

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

## Fiscal Year 2023-24 Types of Services Funded

- Title II A Teacher Quality
- After School Tutoring

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$42,767	\$50,757
Mid-Range Teacher Salary	\$67,655	\$75,693
Highest Teacher Salary	\$85,113	\$105,687
Average Principal Salary (Elementary)	\$100,322	\$121,443
Average Principal Salary (Middle)	\$111,608	\$132,509
Average Principal Salary (High)	\$115,904	\$133,106
Superintendent Salary	\$168,401	\$167,660
Percent of Budget for Teacher Salaries	21.99	25.51
Percent of Budget for Administrative Salaries	5.91	5.93

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.6
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	1

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	37	37	37