

# Scott Valley Junior 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>	Scott Valley Junior High School
<b>Street</b>	P.O. Box 607
<b>City, State, Zip</b>	Fort Jones, CA 96032
<b>Phone Number</b>	530-468-5565
<b>Principal</b>	Erin Fowle
<b>Email Address</b>	efowle@svusd.us
<b>School Website</b>	svusd.us
<b>Grade Span</b>	6-8
<b>County-District-School (CDS) Code</b>	47-76455-6105480

### 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 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 Fort Jones, Etna, Callahan 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. Our staff has focused on the social-emotional well-being of the students for the past two years, implementing several programs and supports to improve student achievement. We currently employ a part time student services specialist. We have an after-school program that provides extra tutoring, a healthy snack and enrichment

## 2024-25 School Description and Mission Statement

activities. SVJH maintains an active homepage that is updated regularly. The webpage provides ongoing information about the school ranging from monthly calendars, newsletters, the master schedule, and bell schedules. We also use Parent Square to regularly communicate information from school to home. Students and parents may check current grades online by using the Aeries portal. The address for the home page is: [www.svusd.us/svjh](http://www.svusd.us/svjh). 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) 468-5565 with any questions or suggestions you might have.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	56
Grade 7	52
Grade 8	53
<b>Total Enrollment</b>	<b>161</b>

### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.7
Male	45.3
American Indian or Alaska Native	9.9
Asian	0.6
Black or African American	0.6
Hispanic or Latino	12.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	16.1
White	57.8
English Learners	0.6
Foster Youth	1.2
Homeless	1.2
Socioeconomically Disadvantaged	51.6
Students with Disabilities	7.5

## **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>	6.50	68.16	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>	1.60	17.22	2.60	6.05	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	6.89	4.30	9.89	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.70	7.52	0.70	1.64	18854.30	6.86
<b>Total Teaching Positions</b>	9.50	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>	7.50	90.88	30.00	78.63	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	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>	0.70	8.76	3.70	9.74	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.36	1.00	2.62	15831.90	5.67
<b>Total Teaching Positions</b>	8.30	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>	5.30	74.23	25.20	71.24	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	7.98	1.00	2.82	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	5.64	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	15.69	3.40	9.62	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.10	1.96	3.70	10.61	14303.80	5.15
<b>Total Teaching Positions</b>	7.10	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>	0.70	0.00	0
<b>Misassignments</b>	0.90	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.60	0.00	0

## 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>	0.00	0.00	0.2
<b>Local Assignment Options</b>	0.60	0.70	0.8
<b>Total Out-of-Field Teachers</b>	0.60	0.70	1.1

## 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)	27.70	0	0
<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)	20.00	0	0

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
Reading/Language Arts	Study Sync		0
Mathematics	Carnegie Learning (2014) 7th & 8th grade Go Math (2014) 6th grade		0
Science	Focus on Life Science - Pearson-Prentice Hall (2008) Focus on Physical Science - Pearson-Prentice Hall (2008) Focus on Earth - CPO Science (2008) StemScopes (2016)		0
History-Social Science	Cengage - National Geographic		0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: December 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			Woodshop heater replaced in 2024

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces	X			
<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			Room 700 needs a window replaced, Room 900 ramp being replaced January 2025

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	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)	44	41	49	45	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	27	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
<b>All Students</b>	160	156	97.50	2.50	41.03
<b>Female</b>	87	84	96.55	3.45	51.19
<b>Male</b>	73	72	98.63	1.37	29.17
<b>American Indian or Alaska Native</b>	14	13	92.86	7.14	30.77
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	19	100.00	0.00	36.84
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	37.93

<b>White</b>	95	92	96.84	3.16	44.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	79	78	98.73	1.27	28.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	0.00

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	160	156	97.50	2.50	26.92
<b>Female</b>	87	84	96.55	3.45	28.57
<b>Male</b>	73	72	98.63	1.37	25.00
<b>American Indian or Alaska Native</b>	14	13	92.86	7.14	23.08
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	19	19	100.00	0.00	10.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	29	29	100.00	0.00	20.69
<b>White</b>	95	92	96.84	3.16	32.61
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	79	78	98.73	1.27	20.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	14	14	100.00	0.00	0.00

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	38.60	17.65	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
<b>All Students</b>	54	51	94.44	5.56	17.65
<b>Female</b>	25	23	92.00	8.00	17.39
<b>Male</b>	29	28	96.55	3.45	17.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<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>	34	32	94.12	5.88	21.88
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	28	27	96.43	3.57	14.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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 7	98	100	100	98	100

## 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

Parent involvement opportunities exist at virtually every level of the school. Panther Power is the school's snack shack sports booster, and it is operated by parents for Scott Valley Junior High School. Parents are encouraged to attend athletic events and assemblies throughout the year. Each quarter, selected students are recognized for their efforts in each academic class and exploratory offered. Parents are contacted with a special invitation to the awards assembly. Progress reports and quarter grade reports are mailed home and parent conferences are held once a year. Parents elect representatives to serve on the School Site Council (SSC). The SSC meets at least four times a year and provides input and feedback to the administration. The Site Council helps to set annual goals for SVJH as well as assisting in preparation of the Single Plan for Student Achievement (SPSA). Parents are also a part of the school's guiding coalition for Positive Behavior Intervention and Support (PBIS).

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	169	167	35	21.0
Female	93	91	21	23.1
Male	76	76	14	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	16	4	25.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	22	22	7	31.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	26	26	10	38.5
White	99	97	14	14.4
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	119	117	30	25.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	16	6	37.5

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
11.59	11.67	18.34	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
0.61	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	18.34	0.00
Female	13.98	0.00
Male	23.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	31.25	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	22.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.08	0.00
White	13.13	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	20.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	43.75	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

Scott Valley Junior High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians and maintenance personnel 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

## 2024-25 School Safety Plan

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.

## 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	16	4	4	
Mathematics	15	4	3	
Science	21	1	4	
Social Science	21	1	4	

## 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	18	3	5	
Mathematics	16	4	3	
Science	19	2	4	
Social Science	19	2	4	

## 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	15	3	4	
Mathematics	12	5	4	
Science	18	2	4	
Social Science	18	2	4	



## 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>	123.85

## 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>	1.3
<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, Scott Valley Junior 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 Teacher Quality

## Fiscal Year 2023-24 Types of Services Funded

Title VI Indian Education  
After School Program

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

## 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