

# AGENDA

## STONY CREEK JOINT UNIFIED SCHOOL DISTRICT REGULAR BOARD MEETING

**Location: INDIAN VALLEY ELEMENTARY SCHOOL**

**Date: TUESDAY, JANUARY 21, 2024**

**Time: 6:00 PM**

*The District Board Packet is available for public viewing at the Stony Creek Joint Unified School District office at 3430 County Road 309, Elk Creek, California on the date and time the agenda is posted. (SB 343-Chapter 298/2007 effective July 1, 2008)*

**THE BOARD WILL GATHER AT 4:30 PM TO TOUR THE INDIAN VALLEY ELEMENTARY FACILITIES. NO BOARD ACTION WILL BE TAKEN DURING THIS TIME. THE PUBLIC IS INVITED TO PARTICIPATE.**

### 1. CALL TO ORDER

#### PUBLIC COMMENT ON CLOSED SESSION ITEM(S)

#### ADJOURN TO CLOSED SESSION

**Time: 5:00 pm**

- A. Gov. Code 54957 Public Employee Discipline/Dismissal/Release/Complaint, 1 matter
- B. Ed. Code 35146 Inter-District Requests - 24-25-16
- C. Gov. Code 54957 Public employee appointment, employment, performance evaluation, discipline, dismissal or release
- D. Gov. Code 54956.9 Anticipated Litigation- 1 matter

#### RECONVENE TO OPEN SESSION

### 2. ROLL CALL

\_\_\_\_\_ Ritta Martin  
\_\_\_\_\_ Diana Corkill  
\_\_\_\_\_ Krystal Craven  
\_\_\_\_\_ Delana Martin  
\_\_\_\_\_ Cathie Bodeker

**3. PLEDGE OF ALLEGIANCE**

**4. APPROVAL OF AGENDA**

**5. PUBLIC COMMENT ON NON-AGENDA ITEMS**

Members of the public are invited to address the Governing Board on any matter within its jurisdiction that is not listed on the meeting agenda. Comments will be limited to three (3) minutes per person, with a maximum of twenty (20) minutes per topic. The time cannot be transferred from one speaker to another.

*Please be advised that a school board meeting is a business meeting held in public, not a public meeting. Consequently, the board is legally prohibited from discussing items that are not posted on the agenda and cannot respond to public comments made during this session.*

**6. COMMENTS ON AGENDA ITEMS**

Members of the public are welcome to comment on any business item listed on the board's agenda. Comments will be limited to three (3) minutes per person, with a maximum of twenty (20) minutes per topic. The time cannot be transferred from one speaker to another.

Public comments on an agenda item will only be permitted during the board's consideration of that specific item. While the board appreciates and welcomes your comments and questions, they are not at liberty to respond during the meeting. All comments will be taken into consideration during the discussion of the item.

**7. CONSENT CALENDAR**

All matters listed under the Consent Calendar are to be considered routine and without opposition. The Consent Calendar will be enacted by one motion. There will be no separate discussion of these items unless a Board member or the Superintendent/designee requests that a specific item(s) be removed from the Consent Calendar for separate action. Any items so removed will be considered after the motion to approve the Consent Calendar.

**A. Minutes**

The minutes for the regular meeting held on December 16, 2024.

**B. Bills, Warrants and Transfers**

Payment of monthly operating bills for the school district which are approved expenditures in the current budget.

**9. REPORTS**

**Student Representative**

**Board Members**

**CBO**

**Superintendent/Principal**

**10. OLD BUSINESS**

**A. District Goals Update**

Superintendent Pendell will present an update on the district goals.

**Information Only**

**11. NEW BUSINESS**

**A. CSEA Representative**

CSEA (California School Employees Association) Representative Elena Bessette will present information.

**Information Only**

**B. Solar Panel Presentation**

Jennifer Butler of SiteLogiq will give a presentation about the solar panels.

**Information Only**

**C. SCFT Negotiations Tentative Agreement Regarding Four-Day School Week**

Presentation on the tentative agreement with SCFT (Stony Creek Federation of Teachers) regarding four-day school week: Article 6 Working Conditions, Article 12 Rules Governing this Agreement, and a 2025-2026 School Year Calendar.

**Action**

**D. SARC Reports**

The School Accountability Report Cards for Elk Creek Elementary, Indian Valley Elementary, Elk Creek High School, and Bidwell Point Continuation School will be presented for approval.

**Action**

**E. Quarterly Report on Williams Uniform Complaints**

The quarterly report on Williams Uniform Complaints will be presented for approval. There were no complaints, including OCR, filed for this quarter.

**Action**

**F. Native American Policies and Procedures**

The Native American policies and procedures will be presented for approval.

**Action**

**G. California Community Schools Partnership Program**

Superintendent Pendell will share an update of CCSPP grant.

**Information Only**

**H. Executive Assistant & District Manager Job Descriptions**

Confidential Executive Assistant and confidential District Manager job descriptions will be presented for approval.

**Action**

**I. SSDA State Conference**

The board will discuss which members of the board would like to attend the SSDA State Conference in Sacramento in April.

**Action**

**12. ADJOURNMENT**

**REGULAR MEETING OF THE BOARD OF EDUCATION**

**STONY CREEK JOINT UNIFIED SCHOOL DISTRICT**

**HELD AT ELK CREEK HIGH SCHOOL**

**December 16, 2024**

**MINUTES**

The Stony Creek Joint Unified School District Board of Education met in session on December 16, 2024 at Elk Creek High School, Elk Creek, California.

President Ritta Martin called the meeting to order at 6:07 pm

Superintendent Emily Pendell administered the Oath of Office to all five Board Members: Ritta Martin, Delana Martin, Krystal Craven, Diana Corkill and Cathie Bodeker

A quorum was established with the following members of the board in attendance: Ritta Martin, Delana Martin, Krystal Craven, Cathie Bodeker and Diana Corkill

**Pledge of Allegiance**

The Pledge of Allegiance was led by Ritta Martin.

**Approval of Agenda**

Krystal Craven motioned to approve the agenda. It was seconded by Delana Martin and the motion passed by a vote of 5-0.

**Public Comment on Non-Agenda Items**

Athletic Director Daniel Reagan made a public comment.

**Public Comment on Agenda Items**

There were no comments

**Consent Calendar**

Krystal Craven moved to approve the minutes from the regular meeting held on November 19, 2024, the special meetings held on October 15, 2024 and the bills, warrants and transfers and new hires. It was seconded by Delana Martin and the motion passed by a vote of 3 – 0, 2 abstained.

## **Board Organization**

A. Elect Board President for the 2025 year - Krystal Craven made a motion to elect Ritta Martin as Board President. It was seconded by Delana Martin and the motion passed by a vote of 4 – 1 abstained.

B. Elect Board Clerk for the 2025 year - Diana Corkill made a motion to elect Delana Martin as Board Clerk. It was seconded by Ritta Martin and the motion passed by a vote of 5 – 0.

C. Set Day, Time and Location of regular monthly meetings – 2025 Board Meetings will be held on the Fourth Tuesday of the month at 6 o'clock pm with closed session at 5 o'clock pm. Meetings will alternate between the Elk Creek and Stonyford campuses. Diana Corkill made a motion to approve the day, time and location of the 2025 Board meetings, with the exception of the January meeting being held a week early, January 21, 2025 in Stonyford.

## **Reports**

### **Student Representative**

Kaleb Reagan gave a verbal report.

### **Board Members**

Ritta Martin stated that she was a judge for the Senior Presentations and that she really enjoyed it. Mrs. Martin has also enjoyed volunteering to keep the scorebook at a couple basketball games. She was also able to attend the Elementary Christmas Program, there was a good turnout and the kids did a great job.

### **CBO**

Dusty Thompson stated that he was a judge for the Senior Presentations, they all did very well and it was a lot of fun.

### **Superintendent/Principal**

Superintendent Pendell informed the board on all that has been going on. With the help of GCOE all our aides attended an Active Supervision training. Ms. Voght's 3rd/ 4th grade class went to Chico to watch "The Christmas Carol" at Laxson Auditorium, they loved it. ECHS FFA did a volleyball tournament fundraiser, which went well and there were a lot of people here supporting the fundraiser. The ECE Christmas program was a success, had a great turnout and the kids were all super cute. All the seniors did a great job on their presentations, it was interesting hearing about each of their experiences. College Career day was a hit, our goal was to be bigger and better than last year, and we were. Had a lemonade vendor in the parking lot and lots of stations for the students to visit in the gym. Mrs. Farrell's CTE class made a compelling argument on what CTE class they want for next semester as what they are currently doing, Edynamic, doesn't seem to be working. Next semester they will be doing a science food pathway class, where they will start growing their own things and eventually selling their products, the Golden State Pathways Grant will help support this. We are waiting to hear back from the California Dept. of Architecture to get blueprints on Indian Valley School. We are in the process of applying for the SASI grant which will help with the building repairs that need to be done on the campus.

### **Old Business**

*None*

## New Business

### **A. First Interim Report**

CBO Dusty Thompson presented The First Interim Report for approval. Krystal Craven made a motion to approve The First Interim Report. It was seconded by Cathie Bodeker and the motion passed by a vote of 5-0.

### **B. Board Governance & Other Board Training Opportunities**

Board President Ritta Martin presented the board with a list of Board Governance Trainings. Both online and in person. After some discussion the board felt in person training would be a great idea. Diana Corkill made a motion to do in person training with Fred van Fleck. It was seconded by Delana Martin and the motion passed by a vote of 5-0.

Adjourned to Closed Session at 7:16 pm.

### Closed Session Report

- A. Ed. Code 35146 Inter-District Requests - 24-25-15 A,B: Krystal Craven motioned to approve interdistrict transfer requests and Delana Martin seconded. Motion passed by a vote of 5-0.
- B. Gov. Code 54957 Public employee appointment, employment, performance evaluation, discipline, dismissal or release: Nothing to report.
- C. Gov. Code 54956.9 Anticipated Litigation- 1 matter: Nothing to report.

Reconvened to Open Session at 8:27 pm

Meeting adjourned at 8:29 pm.

Respectfully submitted by Superintendent/Principal Emily Pendell, Secretary to the Governing Board.

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President Ritta Martin

Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL</b>									
(000449)	01-6300-0-1110-1000-4100-000-00000	LOTTERY: INSTR:APPRVD TEX							
			Balance Forward	12/01/24	1,000.00	1,000.00			1,000.00
(000450)	01-6300-0-1110-1000-4200-000-00000	LOTTERY: INSTR:BOOKS & OT							
			Balance Forward	12/01/24	7,000.00	7,000.00			7,000.00
(000069)	01-0000-0-0000-2700-4300-000-00000	UNRESTRICTED GE.MATERIALS							
			Balance Forward	12/01/24	7,000.00	7,000.00			7,000.00
	U.S. BANK	EX25-00568	WALMART	12/01/24				2,422.98	4,577.02
	U.S. BANK	EX25-00571	WALMART	12/18/24				93.35	4,483.67
	U.S. BANK	EX25-00594	OLIVE PIT	12/18/24				88.94	4,394.73
	U.S. BANK	EX25-00599	AMAZON	12/18/24				24.22	4,370.51
	U.S. BANK	EX25-00601	WALMART	12/18/24				106.35	4,264.16
			Account Total	12/31/24	7,000.00	7,000.00		89.79	4,174.37
(000082)	01-0000-0-0000-3600-4300-000-00000	UNRESTRICTED GE.MATERIALS							
			Balance Forward	12/01/24	7,000.00	7,000.00			2,825.63
	NAPA AUTO PARTS	EX25-00518	SCJUSD ACCT#26665 - PO5891	12/11/24				613.91	613.91-
	NAPA AUTO PARTS	EX25-00519	SCJUSD ACCT#26665 - PO5898	12/11/24				168.10	782.01-
	GANDY AND STALEY	EX25-00520	SCJUSD ACCT#26665 - PO5881	12/11/24				343.63	1,125.64-
	LES SCHWAB	EX25-00544	STONY CREEK JUSD - NOV 202	12/18/24				207.91	1,333.55-
		EX25-00547	CUSTOMER ID: 612-05095 2022	12/18/24				875.96	2,209.51-
			Account Total	12/31/24	.00	.00		1,631.51	3,841.02-
(000099)	01-0000-0-0000-7150-4300-000-00000	UNRESTRICTED GE.MATERIALS							
			Balance Forward	12/01/24	800.00	800.00			604.04
	U.S. BANK	CT25-00289	REIMBURSING GCOE - DUSTY'S	12/18/24				195.96	584.05
	U.S. BANK	EX25-00579	NANCY'S ELKHORN	12/18/24				19.99	564.06
	U.S. BANK	EX25-00592	NANCY'S ELKHORN	12/18/24				50.01	534.04
	U.S. BANK	EX25-00595	ROUND TABLE	12/18/24				55.00	479.04
			Account Total	12/31/24	800.00	800.00		79.30	399.74
(000112)	01-0000-0-0000-7600-4300-000-00000	UNRESTRICTED GE.MATERIALS							
			Balance Forward	12/01/24	2,000.00	2,000.00			1,841.26
	U.S. BANK	EX25-00569	AMAZON	12/01/24				6,000.00	4,214.53
	U.S. BANK	EX25-00600	AMAZON	12/18/24				111.28	4,103.25
	U.S. BANK	EX25-00603	THE COOKIE SHOPPE	12/18/24				43.52	4,059.73
			Account Total	12/31/24	2,000.00	2,000.00		76.00	3,983.73

Selection Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Object Digits = 4, Page Break Lvl = )





Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - GENERAL (continued)									
(000136)	01-0000-0-0000-8100-4300-000-000-00000	UNRESTRICTED GE.MATERIALS			6,000.00	6,000.00	.00	2,016.27	
			Account Total	12/31/24					
			Balance Forward	12/01/24					
			WILLOWS ACE HARDV	12/03/24	9,000.00	9,000.00		8,127.57	872.43
			WILLOWS ACE HARDV	12/18/24				40.68	831.75
			WILLOWS ACE HARDV	12/18/24				48.23	783.52
			WILLOWS ACE HARDV	12/18/24				26.36	757.16
			U.S. BANK	12/18/24				107.59	649.57
			U.S. BANK	12/18/24				60.42	589.15
			Account Total	12/31/24	9,000.00	9,000.00	.00	8,410.85	
(000137)	01-0000-0-0000-8100-4300-001-000-00000	UNRESTRICTED GE.MATERIALS			500.00	500.00			500.00
			Balance Forward	12/01/24					
(000138)	01-0000-0-0000-8100-4300-002-000-00000	UNRESTRICTED GE.MATERIALS			2,600.00	2,600.00		1,123.39	1,476.61
			Balance Forward	12/01/24					
(000139)	01-0000-0-0000-8100-4300-003-000-00000	UNRESTRICTED GE.MATERIALS			3,000.00	3,000.00		1,123.38	1,876.62
			Balance Forward	12/01/24					
(000187)	01-0000-0-1110-1000-4300-000-000-00000	UNRESTRICTED GE.MATERIALS			16,000.00	16,000.00		3,635.31	12,364.69
			Balance Forward	12/01/24					
			MICHAEL, PATRICIA J	12/18/24				15.13	12,349.56
			U.S. BANK	12/18/24				53.55	12,296.01
			U.S. BANK	12/18/24				382.74	11,913.27
			U.S. BANK	12/18/24				113.17	11,800.10
			U.S. BANK	12/18/24				297.50	11,502.60
			U.S. BANK	12/18/24				93.76	11,408.84
			U.S. BANK	12/18/24				193.04	11,215.80
			U.S. BANK	12/18/24				109.83	11,105.97
			U.S. BANK	12/18/24				41.35	11,064.62
			U.S. BANK	12/18/24				27.50	11,037.12
			U.S. BANK	12/18/24				97.76	10,939.36
			Account Total	12/31/24	16,000.00	16,000.00	.00	5,060.64	
(001300)	01-0000-0-1110-1000-4300-002-010-00000	UNRESTRICTED GE.MATERIALS			400.00	400.00		57.89	342.11
			Balance Forward	12/01/24					
(001301)	01-0000-0-1110-1000-4300-002-013-00000	UNRESTRICTED GE.MATERIALS			400.00	400.00		359.30	40.70
			Balance Forward	12/01/24					

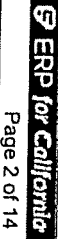
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007 - Story Creek Joint Unified School District

205010

Generated for Dusty Thompson (DUSTYTHOMPSON), Jan 8 2025

11:53AM



Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - GENERAL (continued)									
(001301)	01-0000-0-1110-1000-4300-002-014-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00		445.94	45.94-
(001302)	01-0000-0-1110-1000-4300-002-015-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00			400.00
(001303)	01-0000-0-1110-1000-4300-002-016-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00			400.00
(001305)	01-0000-0-1110-1000-4300-003-005-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00			400.00
(000194)	01-0000-0-1110-1000-4300-003-007-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00			400.00
	TUCKER, DALLAN S	EX25-00525	CLASSROOM SUPPLIES REIMBI	12/01/24	400.00	400.00		26.74	373.26
	TUCKER, DALLAN S	EX25-00526	CLASSROOM SUPPLIES REIMBI	12/11/24				28.20	345.06
	U.S. BANK	EX25-00565	AMAZON	12/18/24				38.25	306.81
			Account Total	12/31/24	400.00	400.00	.00	33.59	273.22
(000195)	01-0000-0-1110-1000-4300-003-008-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00		126.78	336.38
(000197)	01-0000-0-1110-1000-4300-003-011-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00		63.62	400.00
(001304)	01-0000-0-1110-1000-4300-003-017-00000		UNRESTRICTED GE.MATERIALS						
			Balance Forward	12/01/24	400.00	400.00			400.00
	FARRELL, TESSA M	EX25-00513	LAB SUPPLIES REIMBURSEME	12/01/24	400.00	400.00		415.49	15.49-
	U.S. BANK	EX25-00567	AMAZON	12/18/24				14.21	29.70-
			Account Total	12/31/24	400.00	400.00	.00	104.02	133.72-
(001359)	01-0001-0-1110-1000-4300-000-000-00000		PBIS.MATERIALS & SUP.REGU						
			Balance Forward	12/01/24				533.72	7,054.55-
	FARRELL, TESSA M	EX25-00512	CLASSROOM STORE SUPPLIES	12/01/24				29.42	7,083.97-
	FLYNN, JEFFREY M	EX25-00543	HERD STORE SUPPLIES REIMB	12/18/24				88.52	7,172.49-
	MICHAEL, PATRICIA J	EX25-00548	HERD SNACKS REIMBURSEME	12/18/24				33.34	7,205.83-
	U.S. BANK	EX25-00566	NANCY'S ELKHORN	12/18/24				119.33	7,325.16-
	U.S. BANK	EX25-00578	WALMART	12/18/24				33.08	7,358.24-
			Account Total	12/31/24	.00	.00	.00	7,358.24	
(000236)	01-1100-0-1110-4200-4300-000-000-00000		LOTTERY [E],MATERIALS & S						
			Balance Forward	12/01/24	2,075.00	2,075.00		706.60	1,368.40
	U.S. BANK	EX25-00576	BURRITO BANDITO	12/18/24				88.06	1,280.34
	U.S. BANK	EX25-00615	SUBWAY & LUGIS PIZZA	12/18/24				191.13	1,089.21

Selection Filtered by User Permissions. (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JES? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 47999, Object Digits = 4, Page Break Lvl = )



Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
<b>(000236) 01-1100-0-1110-4300-000-0000 LOTTERY [E]MATERIALS &amp; S (continued)</b>									
	U.S. BANK	EX25-00616	AMPM FUEL	12/18/24				76.00	1,013.21
	U.S. BANK	EX25-00619	ROUND TABLE, AMPM FUEL	12/18/24				232.39	780.82
	U.S. BANK	EX25-00621	ROUND TABLE	12/18/24				296.49	484.33
	U.S. BANK	EX25-00624	ROUND TABLE	12/18/24				55.60	428.73
	U.S. BANK	EX25-00625	ROLLING HILLS FUEL	12/18/24				55.44	373.29
			Account Total	12/31/24	2,075.00	2,075.00	.00	1,701.71	
<b>(000251) 01-1400-0-0000-3600-4300-000-0000 EDUCATION PROTE.MATERIALS</b>									
			Balance Forward	12/01/24	29,251.00	29,251.00		5,452.78	23,798.22
<b>(000259) 01-1400-0-0000-8100-4300-000-0000 EDUCATION PROTE.MATERIALS</b>									
			Balance Forward	12/01/24				151.12	151.12-
<b>(000906) 01-2600-0-1110-1000-4300-000-0000 EXPANDED LEARN.MATERIALS</b>									
	U.S. BANK	EX25-00602	AMAZON	12/01/24	45,000.00	45,000.00		4,066.35	40,933.65
			Balance Forward	12/18/24				275.58	40,658.07
			Account Total	12/31/24	45,000.00	45,000.00	.00	4,341.93	
<b>(000312) 01-3182-0-1110-1000-4300-000-0000 ESSA SCHOOL IMP.MATERIALS</b>									
	U.S. BANK	EX25-00585	CREATIVE COMPOSITION	12/01/24	41,867.00	41,867.00		24,990.98	16,876.02
	U.S. BANK	EX25-00606	CREATIVE COMPOSITION	12/18/24				1,026.19	15,849.83
			Account Total	12/31/24	41,867.00	41,867.00	.00	27,098.99	14,768.01
<b>(001173) 01-3214-0-1110-1000-4300-000-00000 EIII LL.MATERIALS &amp; SUPR</b>									
			Balance Forward	12/01/24	22,451.00	22,451.00			22,451.00
<b>(000432) 01-4510-0-1110-1000-4300-000-00000 INDIAN EDUCATIO.MATERIALS</b>									
			Balance Forward	12/01/24	4,108.00	4,108.00			4,108.00
<b>(000439) 01-5814-0-1110-1000-4300-000-00000 NCLB:VI SM RURA.MATERIALS</b>									
			Balance Forward	12/01/24	6,596.00	6,596.00			6,596.00
<b>(000462) 01-6387-0-3800-1000-4300-000-00000 CTE INCENTIVE G.MATERIALS</b>									
	FLORA FRESH INC.	EX25-00514	CUST# 776 ELK CREEK HIGH SC	12/01/24				2,264.56	2,264.56-
	U.S. BANK	EX25-00574	AMAZON	12/18/24				174.44	2,439.00-
	U.S. BANK	EX25-00577	WALMART	12/18/24				600.92	3,039.92-
	U.S. BANK	EX25-00583	AMAZON	12/18/24				127.50	3,167.42-
	U.S. BANK	EX25-00610	ACE HARDWARE, WALMART, Tf	12/18/24				892.08	3,264.62-
	U.S. BANK	EX25-00611	AMAZON	12/18/24				34.95	4,156.70-
			Account Total	12/31/24	41,867.00	41,867.00	.00	27,098.99	14,768.01

Selection Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JES? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Object Digits = 4, Page Break Lvl = )



Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
(000462)	U.S. BANK	EX25-00614	TRACTOR SUPPLY	12/18/24				7.96-	4,183.69-
			Account Total	12/31/24	.00	.00	.00	4,183.69	
(001177)	U.S. BANK	EX25-00614	ART & MUSIC BG, MATERIALS	12/01/24					
			Account Total	12/01/24	2,000.00	2,000.00			2,000.00
(001323)	U.S. BANK	EX25-00605	AMAZON	12/18/24				204.70	204.70-
			Account Total	12/18/24	7,680.00	7,680.00		335.40	7,344.60
(000472)	MJB WELDING SUPPL`	EX25-00504	ACCT NO. 20748	12/04/24				116.10	7,228.50
	CALIFORNIA ASSOCIA	EX25-00533	2024-25 AG EDUCATION LEADE	12/18/24				10.00	7,218.50
			Account Total	12/31/24	7,680.00	7,680.00	.00	461.50	5,581.08
(001312)	U.S. BANK	EX25-00605	AMAZON	12/18/24				204.70	204.70-
			Account Total	12/18/24	7,680.00	7,680.00		335.40	7,344.60
(000588)	U.S. BANK	EX25-00605	AMAZON	12/18/24				204.70	204.70-
			Account Total	12/18/24	7,680.00	7,680.00		335.40	7,344.60
(000100)	U.S. BANK	EX25-00607	COSTCO	12/18/24				649.49	1,048.98-
			Account Total	12/31/24	1,000.00	1,000.00	.00	2,048.98	
(000113)	U.S. BANK	EX25-00607	COSTCO	12/18/24				649.49	1,048.98-
			Account Total	12/31/24	1,000.00	1,000.00	.00	2,048.98	
(000140)	U.S. BANK	EX25-00607	COSTCO	12/18/24				649.49	1,048.98-
			Account Total	12/31/24	1,000.00	1,000.00	.00	2,048.98	
(000199)	U.S. BANK	EX25-00607	COSTCO	12/18/24				649.49	1,048.98-
			Account Total	12/31/24	1,000.00	1,000.00	.00	2,048.98	
(000313)	ESSA SCHOOL IMP, NON-CAPIT		ESSA SCHOOL IMP, NON-CAPIT	12/01/24				2,276.11	2,276.11-
			Account Total	12/01/24	2,276.11	2,276.11			2,276.11-
(000463)	CTE INCENTIVE G, NON-CAPIT		CTE INCENTIVE G, NON-CAPIT	12/01/24				33,836.34	33,836.34-
			Account Total	12/01/24	33,836.34	33,836.34			33,836.34-
(001399)	PROP 28, NON-CAPITAL EQU, R		PROP 28, NON-CAPITAL EQU, R	12/01/24				7,752.65	7,752.65
			Account Total	12/01/24	9,701.00	9,701.00		1,948.35	7,752.65
			Balance Forward	12/01/24	2,252.45	2,252.45			2,252.45-

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Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
(001168)	01-7032-0-0000-8100-4400-000-000-00000		KIT II, NON-CAPITAL EQUIP						
			Balance Forward	12/01/24	53,386.00	53,386.00			53,386.00
(001290)	01-7412-0-1110-1000-4400-000-000-00000	A-G ACCESS, NON-CAPITAL EQ							
			Balance Forward	12/01/24					
(000070)	01-0000-0-0000-2700-5200-000-000-00000	UNRESTRICTED GE, TRAVEL &							
			Balance Forward	12/01/24	50.00	50.00		3,687.01	3,637.01-
(000091)	01-0000-0-0000-7110-5200-000-000-00000	UNRESTRICTED GE, TRAVEL &							
			Balance Forward	12/01/24	1,500.00	1,500.00		276.75	1,223.25
(000114)	01-0000-0-0000-7600-5200-000-000-00000	UNRESTRICTED GE, TRAVEL &							
			Balance Forward	12/01/24	3,000.00	3,000.00			3,000.00
(000200)	01-0000-0-1110-1000-5200-000-000-00000	UNRESTRICTED GE, TRAVEL &							
			Balance Forward	12/01/24	1,000.00	1,000.00			1,000.00
(000407)	01-4035-0-1110-1000-5200-000-000-00000	NCLB: TITLE II, TRAVEL &							
			Balance Forward	12/01/24	2,425.00	2,425.00		500.00	1,925.00
(000861)	01-4510-0-1110-1000-5200-000-000-00000	INDIAN EDUCATIO, TRAVEL &							
			Balance Forward	12/01/24	2,500.00	2,500.00			2,500.00
(000975)	01-6266-0-1110-1000-5200-000-000-00000	EDUCATOR EFFECT, TRAVEL &							
			Balance Forward	12/01/24	14,495.00	14,495.00			6,976.85
(001373)	01-6387-0-3800-1000-5200-000-000-00000	CTE INCENTIVE G, TRAVEL &							
			Balance Forward	12/01/24	6,000.00	6,000.00		900.24	5,099.76
(000474)	01-7010-0-1110-1000-5200-000-000-00000	AG VOCATIONAL I, TRAVEL &							
			Balance Forward	12/01/24	6,000.00	6,000.00		336.00	4,763.76
(001362)	01-9116-0-1110-1000-5200-000-000-00000	MTSS, TRAVEL & CONFER, REGU							
			Balance Forward	12/01/24	6,000.00	6,000.00		1,236.24	1,966.76-
(001361)	01-9116-0-1110-1000-5200-002-000-00000	MTSS, TRAVEL & CONFER, REGU							
			Balance Forward	12/01/24	30,970.00	30,970.00	.00	15,916.52	15,053.48
Selection Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JES? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Object Digits = 4, Page Break Lvl = )									
007 - Stony Creek Joint Unified School District									



Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
(000071)	01-0000-0-0000-2700-5300-000-000-00000		UNRESTRICTED GE,DUES & ME						
			Balance Forward	12/01/24	4,300.00	4,300.00		1,468.70	2,831.30
(000984)	01-0000-0-1110-2700-5450-000-000-00000		UNRESTRICTED GE,OTHER INS						
			Balance Forward	12/01/24	60,010.00	60,010.00		58,827.00	1,183.00
(000985)	01-0000-0-1110-3600-5450-000-000-00000		UNRESTRICTED GE,OTHER INS						
			Balance Forward	12/01/24	6,838.00	6,838.00		6,838.00	
			Total for Object 5450		66,848.00	66,848.00	.00	65,665.00	1,183.00
(000142)	01-0000-0-0000-8100-5520-000-000-00000		UNRESTRICTED GE,GARBAGE,P						
			STONYCREEK GARBA	EX25-00556	NOV 2024 SERVICE			490.00	490.00-
			Balance Forward	12/01/24	6,120.00	6,120.00		2,860.00	3,260.00
			Total for Object 5520		6,120.00	6,120.00	.00	3,350.00	2,770.00
(000953)	01-0000-0-0000-8100-5550-000-000-00000		UNRESTRICTED GE,ELECTRICI						
			PG&E	EX25-00521	10/18/24 THRU 11/17/24			152.68	152.68-
			TRUE BLUE PROPANE	EX25-00524	PROPANE DELIVERY - 450 GAL;			1,740.70	1,893.38-
			Account Total	12/31/24	.00	.00	.00	1,893.38	
(000262)	01-1400-0-0000-8100-5550-000-000-00000		EDUCATION PROTE,ELECTRICI						
			Balance Forward	12/01/24	10,000.00	10,000.00		9,237.86	762.14
			Total for Object 5550		10,000.00	10,000.00	.00	11,131.24	1,131.24-
(000143)	01-0000-0-0000-8100-5560-000-000-00000		UNRESTRICTED GE,WATER,PLA						
			Balance Forward	12/01/24				206.90	206.90-
			COL USA COUNTY SEF	EX25-00535	NOVEMBER 2024			110.67	317.57-
			ELK CREEK COMMUNI	EX25-00536	STONY CREEK JUSD			796.73	1,114.30-
			ELK CREEK COMMUNI	EX25-00537	SCJUSD ELK CREEK ELEM			408.04	1,522.34-
			ELK CREEK COMMUNI	EX25-00538	STONY CREEK JUSD			2,617.26	4,139.60-
			Account Total	12/31/24	.00	.00	.00	4,139.60	
(000263)	01-1400-0-0000-8100-5560-000-000-00000		EDUCATION PROTE,WATER,PLA						
			Balance Forward	12/01/24	49,000.00	49,000.00		21,222.93	27,777.07
			Total for Object 5560		49,000.00	49,000.00	.00	25,362.53	23,637.47
(000083)	01-0000-0-0000-3600-5630-000-000-00000		UNRESTRICTED GE,REPAIRS (						
			Balance Forward	12/01/24	6,000.00	6,000.00		886.82	6,000.00
			U.S. BANK	EX25-00593	CORNING FORD			886.82	5,113.18
			Account Total	12/31/24	6,000.00	6,000.00	.00	886.82	
(000144)	01-0000-0-0000-8100-5630-001-000-00000		UNRESTRICTED GE,REPAIRS (						

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Account Transaction Detail by Object-Balance

Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
<b>(000144) 01-0000-0-0000-8100-5630-001-000-00000 UNRESTRICTED GE,REPAIRS (</b>									
	STEVE STRENG	EX25-00554	INDIAN VALLEY ELEM. WATER	12/01/24	10,000.00	10,000.00		876.92	10,000.00
				12/18/24					9,123.08
			Account Total	12/31/24	10,000.00	10,000.00	.00	876.92	
<b>(000145) 01-0000-0-0000-8100-5630-002-000-00000 UNRESTRICTED GE,REPAIRS (</b>									
	STEVE STRENG	EX25-00555	ELK CREEK ELEM. KIT. SINK SN	12/01/24	2,000.00	2,000.00		125.00	2,000.00
				12/18/24					1,875.00
			Account Total	12/31/24	2,000.00	2,000.00	.00	125.00	
<b>(000146) 01-0000-0-0000-8100-5630-003-000-00000 UNRESTRICTED GE,REPAIRS (</b>									
	BROOKS ELECTRICAL	EX25-00503	PROJECT NO. ECHS91324	12/01/24	6,000.00	6,000.00		60.00	5,940.00
				12/04/24				1,200.00	4,740.00
			Account Total	12/31/24	6,000.00	6,000.00	.00	1,260.00	
			Total for Object 5630		24,000.00	24,000.00	.00	3,148.74	20,851.26
<b>(000147) 01-0000-0-0000-8100-5640-000-000-00000 UNRESTRICTED GE,MAINTENAN</b>									
	U.S. BANK EQUIPMEN'	EX25-00527	CONTRACT NO. 500-0610026-00	12/01/24	10,000.00	10,000.00		3,185.25	6,804.75
	U.S. BANK EQUIPMEN'	EX25-00559	CONTRACT NO. 500-0697608-00	12/11/24				187.69	6,617.06
				12/18/24				451.36	6,165.70
			Account Total	12/31/24	10,000.00	10,000.00	.00	3,834.30	
<b>(000201) 01-0000-0-1110-1000-5640-000-000-00000 UNRESTRICTED GE,MAINTENAN</b>									
	ADVANCED DOCUMEN	EX25-00498	MACHINE NO. 6655 CN8833-01	12/01/24	27,000.00	27,000.00		1,089.76	25,910.24
	ADVANCED DOCUMEN	EX25-00499	MACHINE NO. 6653 CN8831-01	12/04/24				32.02	25,878.22
	ADVANCED DOCUMEN	EX25-00500	MACHINE NO. 5335 CNT907-01	12/04/24				3.97	25,874.25
	ADVANCED DOCUMEN	EX25-00501	MACHINE NO. 6654 CN8832-01	12/04/24				128.01	25,746.24
			Account Total	12/31/24	27,000.00	27,000.00	.00	1,258.83	25,741.17
			Total for Object 5640		37,000.00	37,000.00	.00	5,093.13	31,906.87
<b>(000060) 01-0000-0-0000-2100-5802-000-000-00000 UNRESTRICTED GE,MAA LEC F</b>									
			Balance Forward	12/01/24	300.00	300.00		680.97	380.97-
<b>(000103) 01-0000-0-0000-7190-5810-000-000-00000 UNRESTRICTED GE,AUDIT SER</b>									
			Balance Forward	12/01/24	13,000.00	13,000.00		5,760.00	7,240.00
<b>(000092) 01-0000-0-0000-7110-5815-000-000-00000 UNRESTRICTED GE,LEGAL SER</b>									
	KINGSLEY BOGARD LI	EX25-00517	CLIENT NO. 1915,009 PROFESS	12/01/24	25,000.00	25,000.00		7,458.13	17,541.87
	FAGEN FRIEDMAN & F	EX25-00540	CLIENT/MATTER: 1000-00100	12/11/24				7,384.36	10,157.51
				12/18/24				3,949.50	6,208.01

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Account Transaction Detail by  
Object-Balance

Fiscal Year 2024/25

Detail for Dates 12/01/2024 through 12/31/2024

Fund 01 - GENERAL (continued)	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
(000092) 01-0000-0-0000-7110-5815-000-000-00000 UNRESTRICTED GE.LEGAL SER (continued)	FAGEN FRIEDMAN & F	EX25-00541	CLIENT/MATTER: 1000-00101	12/18/24				555.00	5,653.01
	FAGEN FRIEDMAN & F	EX25-00542	CLIENT/MATTER: 1000-00001	12/18/24				629.00	5,024.01
			Account Total	12/31/24	25,000.00	25,000.00	.00	19,975.99	
(000104) 01-0000-0-0000-7400-5825-000-000-00000 UNRESTRICTED GE.FINGERPRI	VARGAS PRECIADO, J	EX25-00560	LIVE SCAN FEE REIMBURSEME	12/01/24	500.00	500.00		483.00	17.00
			Account Total	12/31/24	500.00	500.00	.00	21.75	4.75-
(000072) 01-0000-0-0000-2700-5830-000-000-00000 UNRESTRICTED GE.ADVERTISI	SACRAMENTO VALLE	EX25-00523	1YR SUBSCRIPTION - 12/25/202	12/11/24	1,000.00	1,000.00		91.00	1,000.00
			Account Total	12/31/24	1,000.00	1,000.00	.00	91.00	909.00
(000073) 01-0000-0-0000-2700-5840-000-000-00000 UNRESTRICTED GE.CONSULTAN	U.S. BANK EQUIPMENT	EX25-00528	CONTRACT NO. 500-0610026-00	12/11/24	10,000.00	10,000.00		7,153.22	2,846.78
	U.S. BANK	EX25-00591	LATE PAYMENT CHARGE	12/18/24				17.50	2,829.28
	U.S. BANK	EX25-00604	EDJOIN 2024-25	12/18/24				175.36	2,653.92
			Account Total	12/31/24	10,000.00	10,000.00	.00	800.00	1,853.92
(000084) 01-0000-0-0000-3600-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE	U.S. BANK	EX25-00528	CONTRACT NO. 500-0610026-00	12/11/24	10,000.00	10,000.00		7,153.22	2,846.78
	U.S. BANK	EX25-00591	LATE PAYMENT CHARGE	12/18/24				17.50	2,829.28
	U.S. BANK	EX25-00604	EDJOIN 2024-25	12/18/24				175.36	2,653.92
			Account Total	12/31/24	10,000.00	10,000.00	.00	800.00	1,853.92
(000101) 01-0000-0-0000-7150-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE	GLENN COUNTY HEAV	EX25-00515	CUSTOMER: 00261 - 45 DAY SAI	12/11/24				479.26	227.62-
	SOLAR COMMUNICATI	EX25-00552	ANNUAL USDA FORESTRY FEE	12/18/24				345.00	572.62-
	SOLAR COMMUNICATI	EX25-00553	JAN 2025 REPEATER SERVICE	12/18/24				180.00	752.62-
			Account Total	12/31/24	4,000.00	4,000.00	.00	4,752.62	
(000105) 01-0000-0-0000-7400-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE	Balance Forward			12/01/24	150.00	150.00			150.00
(000116) 01-0000-0-0000-7600-5890-000-000-00000 UNRESTRICTED GE.OTHER OPE	Balance Forward			12/01/24	850.00	850.00			850.00
	Balance Forward			12/01/24	90,000.00	90,000.00			90,000.00
	Balance Forward			12/05/24	21,411.43				68,588.57
	Balance Forward			12/05/24	70.49				68,518.08





Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
(000116)	COLUSA COUNTY ENV	EX25-00534	2025 FOOD PERMIT FEE	12/18/24				336.00	68,182.08
	U.S. BANK	EX25-00597	AMAZON PRIME MMBRSH	12/18/24				16.08	68,166.00
			Account Total	12/31/24	90,000.00	90,000.00	.00	21,834.00	
(000148)	UNRESTRICTED GE, OTHER OPE (continued)								
			Account Total	12/31/24	90,000.00	90,000.00	.00	21,834.00	
(000202)	UNRESTRICTED GE, OTHER OPE								
			Balance Forward	12/01/24	8,000.00	8,000.00		610.00	7,390.00
	ACCREDITING COMMI:	EX25-00506	ACCT NO. 1162853109 - 24/25 W	12/01/24	19,000.00	19,000.00		4,934.69	14,065.31
	U.S. BANK	EX25-00580	DRIVEREDTOGO	12/1/24				1,230.00	12,835.31
	U.S. BANK	EX25-00589	DRIVEREDTOGO	12/18/24				35.00	12,800.31
	U.S. BANK	EX25-00622	DRIVEREDTOGO	12/18/24				39.99	12,760.32
	U.S. BANK	EX25-00623	DRIVEREDTOGO	12/18/24				175.00	12,585.32
			Account Total	12/31/24	19,000.00	19,000.00	.00	6,449.68	12,550.32
(001398)	UNRESTRICTED GE, OTHER OPE								
			Balance Forward	12/01/24				190.19	190.19
(000206)	UNRESTRICTED GE, OTHER OPE								
			Balance Forward	12/01/24	500.00	500.00		600.00	100.00
(001375)	PBIS, OTHER OPERATING, REGU								
			Balance Forward	12/01/24				1,300.00	1,300.00
(001284)	HS FUNDS, OTHER OPERATING,								
			Balance Forward	12/01/24	500.00	500.00		1,000.00	500.00
(000237)	LOTTERY [E], OTHER OPERATI								
			Balance Forward	12/01/24	217.00	217.00		1,350.00	1,133.00
	CIF STATE OFFICE	EX25-00511	2024-25 CIF DUES AND LEGAL &	12/1/24				19.80	1,152.60
			Account Total	12/31/24	217.00	217.00	.00	1,369.60	
(001216)	EXPANDED LEARN, OTHER OPER								
			Balance Forward	12/01/24	3,000.00	3,000.00			3,000.00
(000315)	ESSA SCHOOL IMP, OTHER OPE								
			Balance Forward	12/01/24	200,192.00	200,192.00		24,156.83	176,035.17
	IMAGINE LEARNING LI	EX25-00545	ACCT NO. 03:st:CA:12206203	12/18/24				3,414.00	172,621.17
			Account Total	12/31/24	200,192.00	200,192.00	.00	27,570.83	
(001307)	EIII LL, OTHER OPERATING, R								
			Balance Forward	12/01/24	10,000.00	10,000.00			10,000.00
(000408)	TITLE II, OTHER OPE								
			Balance Forward	12/01/24					

Selection Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JES? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 47999, Object Digits = 4, Page Break (V) = )



Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - GENERAL (continued)									
(000408)	01-4035-0-1110-1000-5890-000-000-00000		NCLB: TITLE II, OTHER OPE						
			Balance Forward	12/01/24	3,575.00	3,575.00		2,550.00	1,025.00
(000433)	01-4510-0-1110-1000-5890-000-000-00000		INDIAN EDUCATIO, OTHER OPE						
			Balance Forward	12/01/24	2,387.00	2,387.00			2,387.00
(001149)	01-6266-0-1110-1000-5890-000-000-00000		EDUCATOR EFFECT, OTHER OPE						
			Balance Forward	12/01/24	7,000.00	7,000.00			
			U.S. BANK						
		EX25-00572	SCHOOL SERVICES OF CA	12/01/24				1,499.00	1,499.00-
			Account Total	12/31/24	.00	.00		275.00	1,774.00-
(001222)	01-6300-0-1110-1000-5890-000-000-00000		LOTTERY: INSTR, OTHER OPER						
			Balance Forward	12/01/24	4,000.00	4,000.00			4,000.00
(001178)	01-6762-0-1110-1000-5890-000-000-00000		ART & MUSIC BG, OTHER OPER						
			Balance Forward	12/01/24	15,000.00	15,000.00			15,000.00
(001278)	01-6770-0-1110-1000-5890-000-000-00000		PROP 28, OTHER OPERATING, R						
			Balance Forward	12/01/24	14,116.00	14,116.00			14,116.00
(001396)	01-7311-0-0000-2700-5890-000-000-00000		CLASSIFIED PROF, OTHER OPE						
			Balance Forward	12/01/24	12,018.24	12,018.24			12,018.24
			U.S. BANK						
		EX25-00570	NFHSLearn.COM	12/01/24				117.52	117.52-
			Account Total	12/31/24	.00	.00		50.00	167.52-
(001308)	01-7399-0-1110-1000-5890-000-000-00000		LCFF EM, OTHER OPERATING, R						
			Balance Forward	12/01/24	50,000.00	50,000.00			50,000.00
(001175)	01-7412-0-1110-1000-5890-000-000-00000		A-G ACCESS, OTHER OPERATING						
			Balance Forward	12/01/24	32,031.00	32,031.00			32,031.00
			THOMAS BRYANT						
		EX25-00505	MILEAGE CLAIM - NOV 2024	12/04/24				2,042.47	29,988.53
			Account Total	12/31/24	32,031.00	32,031.00		147.40	29,841.13
(001309)	01-7413-0-1110-1000-5890-000-000-00000		A-G LLM, OTHER OPERATING, R						
			Balance Forward	12/01/24	10,000.00	10,000.00			10,000.00
(001180)	01-9125-0-1110-1000-5890-000-000-00000		ES III SUMMER, OTHER OPERA						
			Balance Forward	12/01/24	55,200.00	55,200.00			55,200.00
(000075)	01-0000-0-0000-2700-5910-000-000-00000		UNRESTRICTED GE, TELEPHONE						
			Balance Forward	12/01/24	532,718.00	532,718.00			532,718.00
			AT&T						
		EX25-00529	INV 22713698	12/18/24				1,456.74	5,543.26
		EX25-00530	INV 22713700	12/18/24				1.07	5,542.19
		EX25-00531	INV 22713701	12/18/24				30.67	5,511.52
		EX25-00532	INV 22713702	12/18/24				.27	5,511.25
			Account Total	12/31/24	7,000.00	7,000.00		3.51	5,507.74

Selection Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/01/2024, End Date = 12/31/2024, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Object Digits = 4, Page Break Lvl = )



Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - GENERAL (continued)									
(000203)	01-0000-0-1110-1000-5990-000-000-00000		UNRESTRICTED GE.OTHER COM						
			Account Total	12/31/24	7,000.00	7,000.00	.00	1,492.26	
			Balance Forward	12/01/24					
	AT&T MOBILITY	EX25-00502	ACCT NO. 287297596422 NOV 21	12/04/24	7,000.00	7,000.00		2,942.45	4,057.55
	AT&T	EX25-00507	INV NO. 0827538543-112524	12/11/24				251.84	3,805.71
	ATS COMMUNICATION	EX25-00510	ACCT 56897 VOICE PBX ZULTY	12/11/24				280.64	3,525.07
	INTERMEDIA.NET INC.	EX25-00516	ACCT ID 3265635 10/2/24-11/1/24	12/11/24				245.00	3,280.07
	INTERMEDIA.NET INC.	EX25-00546	ACCT ID 3265635 11/2/24-12/1/24	12/18/24				333.70	2,946.37
	U.S. BANK	EX25-00587	USPS	12/18/24				264.05	2,682.32
			Account Total	12/31/24	7,000.00	7,000.00	.00	4,321.78	2,678.22
(000150)	01-0000-0-0000-8500-6170-000-000-00000		UNRESTRICTED GE.LAND IMPR						
			Balance Forward	12/01/24	5,000.00	5,000.00			5,000.00
(000151)	01-0000-0-0000-8500-6200-000-000-00000		UNRESTRICTED GE.BUILDINGS						
			Balance Forward	12/01/24	10,000.00	10,000.00			10,000.00
(000957)	01-3213-0-0000-8500-6200-000-000-00000		ESSER III 80%, BUILDINGS &						
			Balance Forward	12/01/24	339,986.00	339,986.00			339,986.00
			Total for Object 6200		349,986.00	349,986.00	.00	.00	349,986.00
(001172)	01-2600-0-1110-1000-6400-000-000-00000		EXPANDED LEARN,EQUIPMENT,						
			Balance Forward	12/01/24	27,000.00	27,000.00			27,000.00
(001415)	01-3213-0-0000-8500-6400-000-000-00000		ESSER III 80%,EQUIPMENT,F						
	ATS COMMUNICATION	EX25-00508	ACCT 56897 24/7 NETWORK INF	12/11/24				33,221.01	33,221.01-
	ATS COMMUNICATION	EX25-00509	ACCT 56897 PHONE SYSTEM RI	12/11/24				30,583.93	63,804.94-
			Account Total	12/31/24	.00	.00	.00	63,804.94	
(000356)	01-3213-0-1110-1000-6400-000-000-00000		ESSER III 80%,EQUIPMENT,R						
			Balance Forward	12/01/24	22,911.00	22,911.00			22,911.00
(001279)	01-7010-0-1110-1000-6400-000-000-00000		AG VOCATIONAL I,EQUIPMENT						
			Balance Forward	12/01/24	11,600.00	11,600.00			11,600.00
(001221)	01-7032-0-0000-8100-6400-000-000-00000		KIT II,EQUIPMENT,PLANT MA						
			Balance Forward	12/01/24	10,000.00	10,000.00			10,000.00
			Total for Object 6400		71,511.00	71,511.00	.00	63,804.94	7,706.06
(000954)	01-0000-0-0000-9200-7142-000-000-00000		UNRESTRICTED GE,EXCESS CO						
			Balance Forward	12/01/24	61,819.00	61,819.00			61,819.00
(001275)	01-6546-0-0000-9200-7142-000-000-00000		SPECIAL ED MENT,EXCESS CO						
			Balance Forward	12/01/24	3,752.00	3,752.00			3,752.00
			Total for Object 7142		65,571.00	65,571.00	.00	.00	65,571.00

Selection Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JES? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Object Digits = 4, Page Break Lvl = )

Detail for Dates 12/01/2024 through 12/31/2024 Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - GENERAL (continued)</b>									
(001155)	01-0000-0-0000-9100-7438-000-000-00002		UNRESTRICTED GE,DEBT SERV						
			Balance Forward	12/01/24	67,622.00	67,622.00		34,124.25	33,497.75
(001156)	01-0000-0-0000-9100-7439-000-000-00002		UNRESTRICTED GE,DEBT SERV						
			Balance Forward	12/01/24	38,879.00	38,879.00		24,171.00	14,708.00
(001152)	01-0000-0-0000-9300-7616-000-000-00000		UNRESTRICTED GE,TRNSF FRO						
			Balance Forward	12/01/24	58,255.00	58,255.00			58,255.00
(001153)	01-0000-0-0000-9300-7619-000-000-00000		UNRESTRICTED GE,OTHER INT						
			Balance Forward	12/01/24	10,000.00	10,000.00			10,000.00
			Total for Fund 01 and Expense accounts		1,779,148.00	1,779,148.00	.00	506,591.52	1,272,556.48
<b>Fund 13 - CAFE</b>									
(000618)	13-5310-0-0000-3700-4300-000-000-00000		CHILD NUTRITION,MATERIALS						
			Balance Forward	12/01/24	3,000.00	3,000.00		1,593.66	1,406.34
			THE DANIELSEN COMI	12/18/24				40.40	1,365.94
			U.S. BANK	12/18/24				30.88	1,335.06
			Account Total	12/31/24	3,000.00	3,000.00	.00	1,664.94	
(000620)	13-5310-0-0000-3700-4700-000-000-00000		CHILD NUTRITION,CAFETERIA						
			Balance Forward	12/01/24	3,000.00	3,000.00			3,000.00
			Balance Forward	12/01/24	45,000.00	45,000.00		14,809.02	30,190.98
			PROPACIFIC FRESH	12/14/24				376.17	29,814.81
			PROPACIFIC FRESH	12/18/24				267.26	29,547.55
			PROPACIFIC FRESH	12/18/24				361.41	29,186.14
			THE DANIELSEN COMI	12/18/24				2,423.89	26,762.25
			Account Total	12/31/24	45,000.00	45,000.00	.00	18,237.75	
(000621)	13-5310-0-0000-3700-5630-000-000-00000		CHILD NUTRITION,PEST CONT						
			Balance Forward	12/01/24	1,800.00	1,800.00		775.00	1,025.00
			Balance Forward	12/01/24	1,200.00	1,200.00			1,200.00
			Total for Fund 13 and Expense accounts		54,000.00	54,000.00	.00	20,677.69	33,322.31
<b>Fund 20 - SPCL RSV</b>									
(000635)	20-0000-0-0000-9300-7619-000-000-00000		UNRESTRICTED GE,OTHER INT						
			Balance Forward	12/01/24	15,096.00	15,096.00			15,096.00



Fiscal103a

Account Transaction Detail by  
Object-Balance

Detail for Dates 12/01/2024 through 12/31/2024

Fiscal Year 2024/25

Ref#	Pay To Name	Journal #	Description	Trans Date	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Fund 20, Expense accounts and Object 7619									
					15,096.00	15,096.00	.00	.00	15,096.00

Fund 40 - SR-CAP

(000652) 40-0000-0-0000-8100-5890-000-000-00000 UNRESTRICTED GE, OTHER OPE									
				Balance Forward	12/01/24	975.00	975.00		975.00
				Total for Fund 40, Expense accounts and Object 5890		975.00	975.00	.00	975.00
				Total for Org 007-Stony Creek Joint Unified School District		1,849,219.00	1,849,219.00	.00	527,269.21
									1,321,949.79

Selection

Filtered by User Permissions, (Org = 7, Online/Offline = N, Fiscal Year = 2025, Start Date = 12/1/2024, End Date = 12/31/2024, Unposted JEs? = N, Ref#? = Y, Assets and Liabilities? = N, Restricted? = Y, Object = 4-7999, Object Digits = 4, Page Break Lvl = )

007 - Stony Creek Joint Unified School District

205010

Generated for Dusty Thompson (DUSTYTHOMPSON), Jan 8 2025

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**ARTICLE 6**  
**WORKING CONDITIONS**

**6.5 School Day**

**6.5.1 Teaching Hours**

6.5.1.1 It is recognized by both the District and Federation that grade-level and other program requirements may result in disparate teacher-student contact time.

6.5.1.2 The on-site work day shall be ~~seven~~ eight (8) hours thirty (30) minutes. This is inclusive of a duty-free lunch – see Section 6.5.4 below.

The on-site work day shall not be longer than fifteen (15) minutes after the last class at that school site is dismissed.

The purpose of the on-site presence outside the student instructional day is to counsel with students regarding classroom performance/assignments, to meet with parents regarding student performance and other activities necessary to facilitate the educational program.

6.5.1.3 TK and Kindergarten teachers may be required to assist in the primary grades.

6.5.1.4 If an employee must leave their assigned campus during the teacher work day, outside of the student attendance hours, notice shall be given to the District office prior to departure except in extraordinary circumstances.

**6.5.2 Adjunct Duties**

6.5.2.1 As mandated by statute or regulation (e.g., IEP, SST, WASC, CCR, PQR) each bargaining unit member is to participate in the required activities.

6.5.2.2 Back-to-school nights, open houses and parent conferences are to be attended by all bargaining unit members.

**6.5.3 Co-Curricular Assignments**

Co-curricular assignments will be equitably assigned by the site administrator according to the needs of the school. The District shall define the co-curricular assignments at each school.

6.5.3.1 At the beginning of each semester, a calendar of activities, and the number of people required to cover the activities, will be distributed to the faculty by the administrator. Staff members may sign up for assignments in seniority order until the number needed for assignments is obtained.

6.5.3.2 All teachers may be required to fulfill twenty (20) hours of extra duty as approved by the administration.

#### **6.5.4 Lunch Break**

The employee's lunch period will be duty free and no less than thirty (30) minutes. An employee may leave school during his/her lunch period after notifying the office.

#### **6.5.5 Preparation Time**

##### **6.5.5.1 Grades 9-12**

Regular full-time classroom teachers employed in grades 9-12, shall have a teaching day that consists of six (6) teaching periods and a preparation period. Preparation periods shall be of the same duration as that of regular teaching period.

This configuration can be altered, on a pilot basis, to block scheduling or a similar concept, with consensus of site teachers and the Principal. Written documentation will support the agreement.

See also, Section 6.5.7

##### **6.5.5.2 Grades K-8**

By the end of each school year, the administration and all of the elementary teachers on schedule to work the following school year, shall meet to consult regarding a schedule for grades K-8 for the next school year. The District shall then establish a schedule which achieves the following:

A teacher work day that conforms to Section 6.5.1.2 above (i.e. eight (8) hours and thirty (30) minutes – inclusive of a thirty (30) minute duty-free lunch;

A block of forty (40) minutes of preparation time shall be within the teacher work day and outside student contact time;

There shall be a period of fifteen (15) minutes before the first class and fifteen (15) minutes after the last class, exclusive of the teacher's preparation time, when teachers are to be available to conference with students and parents;

Subject to the requirements to meet a state mandate for instructional minutes, student contact time shall not exceed six (6) hours and thirty (30) minutes. This includes state-permitted passing periods and recess, but excludes the thirty (30) minute duty-free lunch.

Elementary schedules will be established that equitably distribute, as reasonably as possible, the six (6) hours thirty (30) minutes of student contact time.

##### **6.5.5.3 IEPs**

An IEP and/or student study team meeting may be scheduled any time, but shall not deprive the teacher of the thirty (30) minute duty free lunch.

**6.5.6 Pay for Regular Teaching During Preparation Time**

A teacher who voluntarily agrees to teach during his/her preparation period or time for an entire year, will be paid an additional one-seventh (1/7th) of his/her step on the salary schedule. A teacher who teaches one (1) full semester shall receive one-half (1/2) of this amount.

**6.5.7 Pay When No Substitute is Available**

When a substitute cannot be obtained, and when a teacher volunteers to teach during his/her preparation time, he/she shall be paid as follows:

6.5.7.1 At grades 7-12, one sixth (1/6th) of a substitute's pay if a teacher teaches six (6); one-fifth (1/5th) if a teacher teaches five (5).

6.5.7.2 At grades K-6, a pro-rated amount of a substitute's pay based upon minutes taught as a substitute divided by three hundred ninety (390).

**6.5.8 Curriculum at 9-12**

Annually, the District shall determine whether the curriculum at grades 9–12 shall be six (6) periods (teachers teach five (5)) or seven (7) periods (teachers teach six (6)).

**6.6 Teacher Work Year**

6.6.1 Teachers shall provide instruction for one hundred fifty-four (154) days per year.

**6.6.2 In addition, there shall be:**

6.6.2.1 seven (7) additional workdays. The content and placement of these work days shall be determined by the District after consultation with the Federation. New teachers shall be required to attend one (1) additional day for a total of eight (8) days.

6.6.2.2 three (3) mandatory SB 1193 staff development days.

Should a bargaining unit member, for reasons beyond their control, be unable to attend a scheduled day, the Federation and the District shall meet to develop a mutually acceptable alternative method for that employee to satisfy a staff development objective.

Should an employee fail to make-up a scheduled day, his/her salary shall be reduced by one day's pay (1/164) for each day missed.

After consultation with the Federation, the District shall annually determine the content and schedule for eight hours thirty minutes (8.5).

The remaining seventeen (17) hours, subject to meeting State guidelines, may be met with teacher-selected activities and may be satisfied in hourly increments. The teacher must provide to the District by May 15<sup>th</sup>, annually, documentation that the teacher-selected activity meets State guidelines. At a minimum, this will include:

- content;
- date and time;



- number of hours;
- name of the facilitators, and
- proof of attendance/participation (i.e., sign-in sheet or online course confirmation).

If the teacher-selected activity does not meet State guidelines, his/her pay shall be reduced by one day's pay (1/164). Teachers are encouraged to seek prior confirmation from the Superintendent that the planned activity meets State guidelines.

Without advance written approval from the District, the teacher-selected activity must be at no cost to the District.

The teacher shall not engage in his/her selected activity during the instructional day.

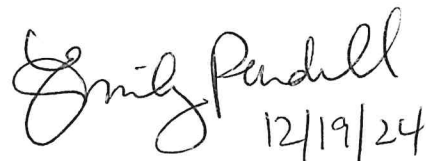
In school years when the District is engaged in a WASC accreditation, the District shall have the right to schedule, after consultation with the Federation, the entire twenty-five (25) hours thirty (30) minutes. The District shall provide written notice to SCFT by May 30<sup>th</sup> prior to any school year when this provision will apply.

The timeline for achieving the seventeen (17) hours stated in paragraph (3) above shall be from the summer preceding the academic year up through the deadline of May 15 of that academic year.

- 6.6.3 District elementary, middle and high school unit members shall use in-person staff in-service days and virtual staff in-service days for planning, preparation, professional development opportunities, staff meetings and conferences with parents, pupils or other professional staff.

In-person staff in-service days will be directed by the district. Except for emergencies, virtual staff in-service days will be directed by the district with one week's notice to unit members. During these virtual staff in-service days, unit members are free to work on or off site at their discretion.

It is understood that a unit member utilizing this time for doctor's appointments, illness, or other non-school related activities are expected to use sick or personal time.



**ARTICLE 12**  
**RULES GOVERNING THIS AGREEMENT**

**12.1 Savings Provision**

If any provisions of this Agreement are held to be contrary to law by a court of competent jurisdiction, such provisions will not be deemed valid and subsisting except to the extent permitted by law, but all other provisions will continue in full force and effect. Any substitute action shall be subject to consultation with the Federation.

**12.2 Effect of Agreement**

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures to the extent permitted by State Law.

**12.3 Duration**

**12.3.1 Term**

This Agreement shall remain in full force and effect from date of ratification up to and including June 30, 2026; and thereafter shall continue in effect, year-by-year, unless one of the parties notifies the other in writing no later than March 15<sup>th</sup> of its request to modify, amend or terminate this Agreement.

12.3.2 The parties agree that all negotiable items have been discussed during the negotiations leading to this Agreement.

12.3.3 At any time, with mutual consent, the parties may meet and negotiate upon any item or matter of common interest.

**12.4 Reopener Negotiations**

12.4.1 Annual negotiations will commence no later than the month of April for the following year.

**12.4.2 Reopeners**

During this four (4) year contract, the Federation and the District agree to the following re-openers for negotiations:

12.4.2.1 For the 2023/24 school year:

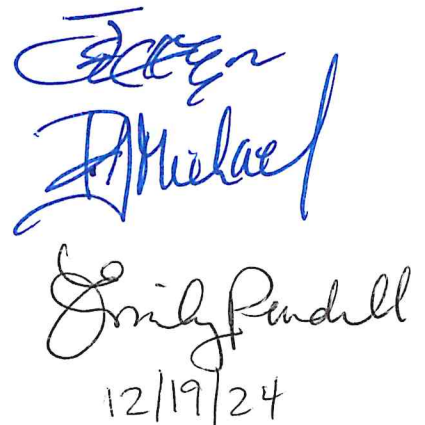
- Article 8;
- Two (2) items from the Federation; and/or
- Two (2) items from the District.

12.4.2.2 For the 2024/25 school year:

- Article 8;
- Two (2) items from the Federation; and/or
- Two (2) items from the District.

12.4.2.3 For the 2025/26 school year:

- Article 8;
- Up to two (2) items from the Federation; and/or
- Up to two (2) items from the District.



# 2025/26 School Calendar

# DRAFT

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					16	

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
					33	

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					52	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30					63	

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
					75	

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					91	

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
					106	

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
					119	

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					137	

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					154	

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## Federal holidays 2025/26

Sep 1, 2025	Labor Day	Dec 25, 2025	Christmas Day	May 25, 2026	Memorial Day
Feb 13, 2026	Lincoln's Birthday	Jan 1, 2026	New Year's Day	Jun 19, 2026	Juneteenth
Nov 11, 2025	Veterans Day	Jan 19, 2026	Martin L. King Day	Jul 3, 2026	Independ. Day (obs.)
Nov 27, 2025	Thanksgiving Day	Feb 16, 2026	Presidents' Day	Jul 4, 2026	Independence Day

<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Schools In Session
<span style="background-color: #FFC0CB; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Schools Closed
<span style="background-color: #FFD700; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> In-Person Staff In-Service Days

<span style="background-color: #ADD8E6; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> First and Last Days, Min. Days
<span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Summer Program
<span style="border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Conferences

<span style="border: 1px dashed black; display: inline-block; width: 15px; height: 10px;"></span> Flex Day
<span style="background-color: #C08080; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> New Teacher Orientation
<span style="background-color: #FF8C00; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Virtual Staff In-Service Days

# Bidwell Point Continuation 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>	Bidwell Point Continuation High School
<b>Street</b>	3430 County Road 309
<b>City, State, Zip</b>	Elk Creek, CA 95939
<b>Phone Number</b>	(530) 968-5361
<b>Principal</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>School Website</b>	www.scjUSD.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	11626531130046

### 2024-25 District Contact Information

<b>District Name</b>	Stony Creek Joint Unified School District
<b>Phone Number</b>	(530) 968-5361
<b>Superintendent</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>District Website</b>	www.scjUSD.org

### 2024-25 School Description and Mission Statement

The mission of Bidwell Point Continuation High School is to be a learning environment that promotes student success through an alternative education program. Students in Bidwell Point Continuation High School receive support from staff that includes a teacher, part time academic advisor and special education teacher. The school is a half day program with reduced credits needed for graduation. The curriculum used at the school is designed for independent work and students set their own pace for credit towards graduation. There are currently no students enrolled in Bidwell Point.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 12	2
Total Enrollment	2

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100
American Indian or Alaska Native	100
Socioeconomically Disadvantaged	100
Students with Disabilities	50

### 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>	0.20	28.57	6.50	72.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.40	16.57	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	71.43	0.50	5.56	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.40	5.23	18854.30	6.86
<b>Total Teaching Positions</b>	0.70	100.00	8.90	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>	0.00	13.79	6.50	67.66	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.70	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	86.21	2.40	24.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	0.20	100.00	9.70	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>	0.00	0.00	6.60	70.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.50	16.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.40	100.00	0.50	5.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.50	6.28	14303.80	5.15
<b>Total Teaching Positions</b>	0.40	100.00	9.40	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>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	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
<b>Local Assignment Options</b>	0.50	0.20	0.4
<b>Total Out-of-Field Teachers</b>	0.50	0.20	0.4



## 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	
<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)	0.00	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

All students have access to Chromebook for the curriculum. Second Semester of 2021-22 school year the school began to adopt textbooks to supplement and replace Edgenuity on line program.

**Year and month in which the data were collected** January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edgenuity On line Program / AGS English Basic, Composition, World of Work, English Language Arts	Yes	0
<b>Mathematics</b>	Edgenuity On Line Program/ AGS Algebra 1, Basic Math, Pre Algebra	Yes	0
<b>Science</b>	Edgenuity On Line Program AGS Physical, Earth Science/ Biology	Yes	0
<b>History-Social Science</b>	Edgenuity On Line Program AGS World History, US History	Yes	0
<b>Foreign Language</b>		No	0
<b>Health</b>	AGS Life Skills/Health	Yes	0
<b>Visual and Performing Arts</b>		No	0

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

## School Facility Conditions and Planned Improvements

The Maintenance Lead conducts monthly inspections for the buildings and grounds, and all school staff are encouraged to report any concern to the Administrator immediately. Formal inspections are completed annually in December. Concerns with facilities and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The school building is maintained by regular custodial services.

**Year and month of the most recent FIT report** 1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Wallpaper needs repair
<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		

## 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)	--		35		46	
<b>Mathematics</b> (grades 3-8 and 11)	--		40		34	

## 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>					
<b>Female</b>					
<b>Male</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>					
<b>Black or African American</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>					
<b>Native Hawaiian or Pacific Islander</b>					
<b>Two or More Races</b>					

White				
English Learners				
Foster Youth				
Homeless				
Military				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
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
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					

<b>Socioeconomically Disadvantaged</b>					
<b>Students Receiving Migrant Education Services</b>					
<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)	--	--	12.50	15.38	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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Bidwell Point provides provides a basic education program designed to keep students enrolled in school and providing them the opportunity to earn a high school diploma. 135 credits are needed to graduate Bidwell Point. Classes include drivers education. Bidwell Point students have opportunities to participate in athletics at Elk Creek High School, and are encouraged to work while attending school. Students also participate on college or trade school field trips as well as academic field trips.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## 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

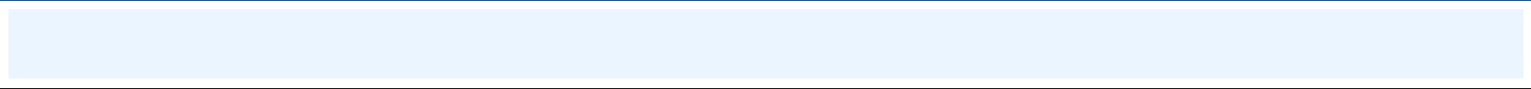
## C. Engagement

### 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

Parents of students in Bidwell Continuation High School are encouraged to maintain close contact with the school teacher. The goal is to create a strong team between the student, parents, and school to help the student stay motivated and working towards graduation. Parent conferences are held when needed and teachers contact parents regularly through text or phone call.





## 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
Dropout Rate	--	--	--	--	--	--	7.8	8.2	8.9
Graduation Rate	--	--	--	--	--	--	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
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	--	--	--	--
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
			2.94	3.3	7.32	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	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The Stony Creek Joint Unified School District Safety Plan contains sections specific to each site in the district. The Safety Plan is reviewed and updated yearly and approved by the Board of Trustees in March. The district adopted the ALICE Active

## 2024-25 School Safety Plan

Shooter program in 2021 to enhance survivability of students and staff incase of a campus threat or armed intruder. All staff are trained in ALICE protocol.

## 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	1	3		
Mathematics	1	2		
Science	1	1		
Social Science	1	1		

## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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>	20

## 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>	0.1
<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>	\$33,944.12	\$8,350.10	\$25,594.02	\$60,703
<b>District</b>	N/A	N/A	\$25,594.02	\$64,921.56
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-6.7
<b>State</b>	N/A	N/A	\$10,771	\$78,673
<b>Percent Difference - School Site and State</b>	N/A	N/A	81.5	-25.8

## Fiscal Year 2023-24 Types of Services Funded

Professional development for teachers, paid by various means, including designated funds and grant participation through California State University, Chico and Butte College

- Vocational field trips, paid for by educational funds and/or fundraising efforts
- Counseling services through SCJUSD/ GCOE and NVIH

## Fiscal Year 2023-24 Types of Services Funded

- Education Specialist and Special Education aide services through Glenn County Office of Education
- Athletic Participation supported through Elk Creek High School

## 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		\$50,757
Mid-Range Teacher Salary		\$75,693
Highest Teacher Salary		\$105,687
Average Principal Salary (Elementary)		\$121,443
Average Principal Salary (Middle)		\$132,509
Average Principal Salary (High)		\$133,106
Superintendent Salary		\$167,660
Percent of Budget for Teacher Salaries	21.49	25.51
Percent of Budget for Administrative Salaries	6.07	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	0
-----------------------------------	---

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	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

2021-22 professional development classroom management and ALICE training. Professional development is encouraged by the district and all staff can utilize professional development/ trainings at any point in the school year.

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>	1	1	

# Elk Creek Elementary 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>	Elk Creek Elementary School
<b>Street</b>	3430 County Road 309
<b>City, State, Zip</b>	Elk Creek, CA 95939
<b>Phone Number</b>	(530) 968-5361
<b>Principal</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>School Website</b>	www.scjUSD.org
<b>Grade Span</b>	TK-8
<b>County-District-School (CDS) Code</b>	11 62653 6007546

### 2024-25 District Contact Information

<b>District Name</b>	Stony Creek Joint Unified School District
<b>Phone Number</b>	(530) 968-5361
<b>Superintendent</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>District Website</b>	www.scjUSD.org

### 2024-25 School Description and Mission Statement

Elk Creek Elementary School, nestled in the rural Stony Creek Joint Unified School District in Glenn County, California, serves a small and diverse student population. Despite the challenges of its remote location and economic constraints, the school thrives with strong community support. The school emphasizes individualized learning, with small class sizes averaging a 10:1 student-teacher ratio, fostering close connections between students and staff. Elk Creek Elementary is dedicated to improving attendance, engaging parents, and providing a nurturing environment where students can succeed academically and personally.

## 2024-25 School Description and Mission Statement

### About this School

#### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	2
Kindergarten	0
Grade 1	5
Grade 2	8
Grade 3	4
Grade 4	4
Total Enrollment	23

#### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	60.9
Hispanic or Latino	13
White	26.1
Socioeconomically Disadvantaged	65.2
Students with Disabilities	8.7

### 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>	3.00	100.00	6.50	72.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.40	16.57	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	5.56	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.40	5.23	18854.30	6.86
<b>Total Teaching Positions</b>	3.00	100.00	8.90	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>	3.00	100.00	6.50	67.66	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.70	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.40	24.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	3.00	100.00	9.70	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>	3.00	100.00	6.60	70.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.50	16.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	5.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.50	6.28	14303.80	5.15
<b>Total Teaching Positions</b>	3.00	100.00	9.40	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>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	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
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## 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	
<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)	0.00	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

All students have access to the most up to date textbooks and curriculum. All students have access to Chromebooks and all supplies they need.

Year and month in which the data were collected

Oct 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade TK: FrogStreet, Grades K-1: National Geographic Reach for Reading, Grades 2-4: Benchmark Education, Grades 5-6: California Collections, Benchmark Advance, Grades 7-8: Houghton Mifflin Harcourt Collections	Yes	0
<b>Mathematics</b>	Grade TK: FrogStreet, Grades K-8: iReady Math	Yes	0
<b>Science</b>	Grades TK: FrogStreet, Grades K-8: Acellus	Yes	0
<b>History-Social Science</b>	Grade TK: FrogStreet, Grades K-8: Acellus	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

## School Facility Conditions and Planned Improvements

The Maintenance Lead and Administration conducts informal inspections regularly and formal inspections once each year to inspect the conditions of all buildings and grounds. All school staff are encouraged to report any concern to the Administrator. Needed repairs and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The school has 3 classrooms in the main building along with a kitchen and multi-purpose room. The fourth classroom is a portable building adjacent to the main building.

The facilities were built in approximately 1960.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

1/2025

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		X	Water damage due to roof leak in staff room.
<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	Roof leaks.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Playground equipment repair in Summer 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)	40	--	35	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	53	--	40	26	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 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
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

## 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)			12.50	15.38	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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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

Parents are encouraged to attend School Board meetings, act as classroom volunteers and when appropriate, be part of the Grindstone Parents Meeting organization as well as attend field trips, award ceremonies, teacher student/parent meetings and participate in the development of the LCAP. Administration welcomes families into the office at any time with an open-door policy. District communicated with families via website, social media and a text message service. The teachers, parents, and staff of Elk Creek Elementary participate in School Site Council meetings. Elk Creek Elementary hosts several community events throughout the year including Back To School Night, Native American Heritage Night, Christmas Program, Spring Program/Open House, All-Grade Track Meet, Kindergarten and 8th Grade Graduation.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	31	24	8	33.3
Female	16	11	4	36.4
Male	15	13	4	30.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	15	5	33.3
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	22	16	5	31.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
0	0	0	2.94	3.3	7.32	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	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The Stony Creek Joint Unified School District Safety Plan encompasses all school sites overall and contains sections specific to each site. The Safety Plan is reviewed and updated annually and approved by the Board of Trustees in February. Monthly

## 2024-25 School Safety Plan

fire drills are held, as well as earthquake and intruder drills. In 2021-22 the district adopted the ALICE protocols to respond to an armed intruder/ threat on campus. Staff are trained in ALICE protocols.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	14	3		

### 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	1		
Other	15	2		

### 2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	5	1		
2	8	1		
Other	8	1		

### 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
Pupils to Academic Counselor	0

## 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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
School Site	\$33,944.12	\$8,350.10	\$25,594.02	\$68,819.33
District	N/A	N/A	\$25,594.02	\$64,921.56
Percent Difference - School Site and District	N/A	N/A	0.0	5.8
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	81.5	-13.4

## Fiscal Year 2023-24 Types of Services Funded

Elk Creek Elementary School student support is provided by Glenn County Office of Education who the district contracts out for RSP teacher support, RSP Aide, part time school psychologist and speech therapist, nurse, occupational therapist, academic counseling, mental health counseling and any additional needs students may need. The students are also served by two clinicians who address social/emotional issues and are funded through Northern Valley Indian Health. Professional development for teachers and staff is paid by the school district. The school utilizes also utilizes a full time Title 1 para professional. A reading intervention specialist is also utilized.

Students have access to vocational field trips, paid for with educational funds and/or fundraising efforts. Our district offers an afterschool program called SPARK which provide cultural activities and homework help. Our students also regularly participate in activities offered through the COE such as the all-county track meet, spelling bee and science fair.



## 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>		\$50,757
<b>Mid-Range Teacher Salary</b>		\$75,693
<b>Highest Teacher Salary</b>		\$105,687
<b>Average Principal Salary (Elementary)</b>		\$121,443
<b>Average Principal Salary (Middle)</b>		\$132,509
<b>Average Principal Salary (High)</b>		\$133,106
<b>Superintendent Salary</b>		\$167,660
<b>Percent of Budget for Teacher Salaries</b>	21.49	25.51
<b>Percent of Budget for Administrative Salaries</b>	6.07	5.93

## Professional Development

Professional development has continued to focus on reading and writing as well as on PBIS and deescalation techniques. Teachers have also been trained in iReady math curriculum and diagnostics. Playground supervisors have been trained in active supervision.

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>	2	2	3

# Elk Creek 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.

### Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Elk Creek High School
<b>Street</b>	3430 County Road 309
<b>City, State, Zip</b>	Elk Creek, CA 95939
<b>Phone Number</b>	(530) 968-5361
<b>Principal</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>School Website</b>	www.scjUSD.org
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	11 62653 1132109

## 2024-25 District Contact Information

<b>District Name</b>	Stony Creek Joint Unified School District
<b>Phone Number</b>	(530) 968-5361
<b>Superintendent</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>District Website</b>	www.scjUSD.org

## 2024-25 School Description and Mission Statement

The mission of Elk Creek High School is to provide a safe, caring and engaging learning environment that promotes student success in academics and civic responsibility. Elk Creek High School is a comprehensive high school and serves grades 9-12. The teacher to student ratio for the school is 5:1. The school offers A-G courses and an FFA program. Elk Creek High School is WASC accredited. The school is served by five teachers, one part time RSP teacher, one part time academic counselor, one part-time behavior counselor and a full time RSP Para Educator. The school offers sports such as cross country, girls volleyball and boys and girls basketball as well as a clay target team. The school prides itself on its small size which caters to those students who like a more personable education environment when compared to neighboring districts with larger class ratios.

## 2024-25 School Description and Mission Statement

### About this School

#### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	7
Grade 10	4
Grade 11	4
Grade 12	5
Total Enrollment	20

#### 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	45
Hispanic or Latino	10
Two or More Races	10
White	35
Socioeconomically Disadvantaged	40
Students with Disabilities	20

### 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>	1.30	40.43	6.50	72.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.40	45.29	1.40	16.57	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	5.56	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.40	14.29	0.40	5.23	18854.30	6.86
<b>Total Teaching Positions</b>	3.20	100.00	8.90	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>	1.50	34.83	6.50	67.66	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.70	16.85	0.70	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.10	48.31	2.40	24.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	4.40	100.00	9.70	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>	1.60	41.50	6.60	70.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	39.25	1.50	16.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	4.00	0.50	5.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.50	14.75	0.50	6.28	14303.80	5.15
<b>Total Teaching Positions</b>	4.00	100.00	9.40	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>	0.00	0.00	0
<b>Misassignments</b>	1.40	0.70	1.5
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.40	0.70	1.5

## 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
<b>Local Assignment Options</b>	0.00	2.10	0.1
<b>Total Out-of-Field Teachers</b>	0.00	2.10	0.1

## 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)		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)	0.00	4.3	3.8

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

SCJUSD over the past three years has updated or is in process of updating all core curriculum to meet Common Core State Standards starting in 2018-19 school year. All students have access to all curriculum, textbooks, school equipment and supplies needed for their education.

**Year and month in which the data were collected** October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	California Collections Houghton Mifflin Harcourt Adopted 2021	Yes	0
<b>Mathematics</b>	Common Core Algebra 1, Geometry and Algebra 2 McGraw Hill Adopted 2016	Yes	0
<b>Science</b>	Chemistry: Chemistry: Matter and Change- Glencoe Mc Graw Hill 2008 Earth Science: Earth Science- Holt Rinehart Winston 2008 Life Science (7th/8th): Life Science- Holt Rinehart Winston 2007 Biology: Savvas Biology 2020	Yes	0
<b>History-Social Science</b>	Impact World History, United States History, Principals of American Democracy McGraw Hill adopted 2018	Yes	0
<b>Foreign Language</b>	Edgenuity En Espanol	Yes	0
<b>Health</b>	Lifetime Health Holt adopted 2012 Career Choices Guide for Teens and Young Adults	Yes	0
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

The Maintenance Lead conducts regular inspections for the buildings and grounds and formal inspections each December. All school staff are encouraged to report any concerns to the Administrator immediately. Needed repairs and safety issues are

## School Facility Conditions and Planned Improvements

addressed through work orders to the Maintenance Lead for prompt attention. The school was built in the 1950's and have been maintained in good repair using both expertise of maintenance personnel and licensed contractors. The maintenance and custodial staff take pride in keeping the classrooms and other areas of the campus in good repair and in a manner that meets high standards of cleanliness. Janitorial services are provided on a regular schedule by personnel trained in the use of appropriate cleaning products for a school site.

**Year and month of the most recent FIT report**

1/2025

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		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		X	Cleanliness and rodent/vermin infestation is an issue.
<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	Ag Shop Roof Leaks. Repair planned for Spring 2025.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

## 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)	--	--	35	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	--	--	40	26	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	--	--	--	--	--
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
All Students	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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)	15.38	--	12.50	15.38	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2023-24 Career Technical Education Programs

Elk Creek High School provides a Career Technical Education (CTE) pathways through a partnership with Future Framers of America which is manufacturing/Welding pathway which are integrated with the core academic content. The classes are designed to engage students whose goal is to attend a two or a vocational school, 2 year or four year college after high school.

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	18
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	0

## 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

## 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

Parents are encouraged to be part of the School Site Council, Ag Advisory, fund raising, coaching, and/or be part the Grindstone Parents Action Committee. Parents and community members are encouraged to contact the teachers and school administration about how we can mutually support one another's efforts to best ensure the success of all students.

## 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
Dropout Rate	--	--	--	--	--	--	7.8	8.2	8.9
Graduation Rate	--	--	--	--	--	--	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
All Students	--	--	--
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	0	0	0.00
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	20	20	11	55.0
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	12	12	7	58.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
7.41	5.26	30	2.94	3.3	7.32	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	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	30.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	41.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The Stony Creek Joint Unified School District Safety Plan contains sections specific to each site in the district. The safety plan is reviewed and updated yearly in February where it is approved by the School Board. In 2021 the district adopted the ALICE Program. All staff are trained in ALICE response to active shooter school threats.

## 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	5	4		
Mathematics	5	4		
Science	6	2		
Social Science	9	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	5	4		
Mathematics	3	5		
Science	7	1		
Social Science	7	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	5	4		
Mathematics	4	4		
Science	11	1		
Social Science	7	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>	66.67

## 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>	0.3
<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>	\$33,944.12	\$8,350.10	\$25,594.02	\$64,377.25
<b>District</b>	N/A	N/A	\$25,594.02	\$64,921.56
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	-0.8
<b>State</b>	N/A	N/A	\$10,771	\$78,673
<b>Percent Difference - School Site and State</b>	N/A	N/A	81.5	-20.0

## Fiscal Year 2023-24 Types of Services Funded

Title VI, Title /IV

- Professional development for teachers
- Vocational field trips, paid for by educational funds and/or fundraising efforts
- Counseling services for students through Glenn County Office of Education and Northern Valley Indian Health

## Fiscal Year 2023-24 Types of Services Funded

- Education Specialist and Special Education aide services through Glenn County Office of Education
- Future Farmers of America (FFA) through fundraising and community support
- Pathways in Manufacturing/Welding, Animal Science
- 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		\$50,757
Mid-Range Teacher Salary		\$75,693
Highest Teacher Salary		\$105,687
Average Principal Salary (Elementary)		\$121,443
Average Principal Salary (Middle)		\$132,509
Average Principal Salary (High)		\$133,106
Superintendent Salary		\$167,660
Percent of Budget for Teacher Salaries	21.49	25.51
Percent of Budget for Administrative Salaries	6.07	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	0
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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	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Staff development at the high school level has focused on emotional support of students over the past few years. Individual training for staff in their core subject areas takes place during the school year. Staff has also been trained on new curriculum and PBIS.

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>	1	1	3

# Indian Valley Intermediate 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>	Indian Valley Intermediate School
<b>Street</b>	5280 Ladoga Stonyford Road
<b>City, State, Zip</b>	Stonyford, CA 95979
<b>Phone Number</b>	(530) 968-5361
<b>Principal</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>School Website</b>	www.scjUSD.org
<b>Grade Span</b>	5-8
<b>County-District-School (CDS) Code</b>	11 62653 6007546

### 2024-25 District Contact Information

<b>District Name</b>	Stony Creek Joint Unified School District
<b>Phone Number</b>	(530) 968-5361
<b>Superintendent</b>	Emily Pendell
<b>Email Address</b>	ependell@scjUSD.org
<b>District Website</b>	www.scjUSD.org

### 2024-25 School Description and Mission Statement

Indian Valley Intermediate School is located in Stonyford, CA and is approximately 20 miles south of Elk Creek. This school site is currently closed for repairs. Students are housed at Elk Creek Elementary in Elk Creek.

# About this School

## 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	9
Grade 6	2
Grade 7	7
Grade 8	8
Total Enrollment	26

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.4
Male	34.6
American Indian or Alaska Native	42.3
Hispanic or Latino	19.2
White	38.5
Socioeconomically Disadvantaged	57.7
Students with Disabilities	3.8

### 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>	2.00	100.00	6.50	72.64	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.40	16.57	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	5.56	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.40	5.23	18854.30	6.86
<b>Total Teaching Positions</b>	2.00	100.00	8.90	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>	2.00	100.00	6.50	67.66	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.70	7.70	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	2.40	24.64	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	2.00	100.00	9.70	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>	2.00	100.00	6.60	70.85	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.50	16.70	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.50	5.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	0.50	6.28	14303.80	5.15
<b>Total Teaching Positions</b>	2.00	100.00	9.40	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>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	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
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## 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	
<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)	0.00	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

N/A

Year and month in which the data were collected

Oct 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	N/A		0
Mathematics	N/A		0
Science	N/A		0
History-Social Science	N/A		0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0

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

## School Facility Conditions and Planned Improvements

The Maintenance Lead conducts regular inspections for the buildings and grounds and formal inspections each December and all school staff are encouraged to report any concern to the administrator immediately. Needed repairs and safety issues are addressed through work orders to the Maintenance Lead for prompt attention. The facilities were built in approximately 1950.

Year and month of the most recent FIT report

1/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

## School Facility Conditions and Planned Improvements

<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation			X	Room 2 mouse droppings. Kitchen and library mouse droppings.
<b>Electrical</b>		X		Restroom floor heater not functioning
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Stall doors need replacing in restroom, Room 2 partly plugged sink.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Dry rot on restroom, roof leaks in room 2. Remove HVAC, repair roof Summer 2024.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Fence needs repair.

## 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)	32	29	35	29	46	47
<b>Mathematics</b> (grades 3-8 and 11)	33	21	40	26	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>	24	24	100.00	0.00	29.17
<b>Female</b>	16	16	100.00	0.00	25.00
<b>Male</b>	--	--	--	--	--
<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>	0	0	0	0	0

White	--	--	--	--	--
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	14	14	100.00	0.00	14.29
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
All Students	24	24	100.00	0.00	20.83
Female	16	16	100.00	0.00	18.75
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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

<b>Socioeconomically Disadvantaged</b>	14	14	100.00	0.00	7.14
<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.

<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)	--	26.67	12.50	15.38	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	15	15	100.00	0.00	26.67
Female	11	11	100.00	0.00	18.18
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
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	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### 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
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## 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

Parents are encouraged to be part of the School Site Council, attend School Board meetings, and act as classroom volunteers. Parent support includes helping on fieldtrips, coaching and attending award ceremonies, teacher student/parent meetings and participation to develop in the LCAP. Parents and community stakeholders will also be invited to join the PBIS implementation team.

#### 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	29	26	13	50.0
Female	19	17	10	58.8
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	8	72.7
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	12	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	17	14	7	50.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
4.35	3.57	0	2.94	3.3	7.32	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	0	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

The Stony Creek Joint Unified School District Safety Plan encompasses all school sites overall and contains sections specific to each site. The Safety Plan is reviewed and updated annually and approved by the Board of Trustees in February. Monthly fire drills are held, as well as earthquake and intruder drills. In 2021-22 the district adopted the ALICE protocols to respond to an armed intruder/ threat on campus. All staff are trained in ALICE protocols.

## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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				
Mathematics				
Science				
Social Science				

## 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
Pupils to Academic Counselor	0

## 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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## 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
School Site	\$33,944.12	\$8,350.10	\$25,594.02	\$60,163.50
District	N/A	N/A	\$25,594.02	\$64,921.56
Percent Difference - School Site and District	N/A	N/A	0.0	-7.6
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	81.5	-26.7

## Fiscal Year 2023-24 Types of Services Funded

Indian Valley Intermediate School students support is provided by by Glenn County Office of Education who the district contracts out for RSP teacher support, RSP Aide, part time school psychologist and speech therapist, nurse, occupational therapist, counseling and any additional needs students may need. The students are also served by a counselor who addresses social/emotional issues and is funded through Northern Valley Indian Health. Title 1 and Title VI funds assist in supporting students.

Professional development for teachers, paid by various means, including designated funds and grants.

- -Vocational field trips, paid for by educational funds and/or fundraising efforts.
- -Participation in Glenn County Office of Education all-county track meet, spelling bee and science fair.
- -Title 1 Funds assist in paying for a Para Educator.
- -Title VI Funds assist in various programs for Native American students but support in particular but support all students generally.

## 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>		\$50,757
<b>Mid-Range Teacher Salary</b>		\$75,693
<b>Highest Teacher Salary</b>		\$105,687
<b>Average Principal Salary (Elementary)</b>		\$121,443
<b>Average Principal Salary (Middle)</b>		\$132,509
<b>Average Principal Salary (High)</b>		\$133,106
<b>Superintendent Salary</b>		\$167,660
<b>Percent of Budget for Teacher Salaries</b>	21.49	25.51
<b>Percent of Budget for Administrative Salaries</b>	6.07	5.93

## Professional Development

Professional development is focused on classroom management and instruction (each teacher is reading Tools for Teaching) as well as focus on CAASPP writing and scoring. Para educators are receiving training in reading instruction grades K-8. Opportunities for additional professional development is given to all staff throughout the school year.

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>	1	2	0

**Stony Creek Joint Unified School District  
2024/2025 School Year**

It is the intent of the Stony Creek Joint Unified School District (SCJUSD) to continue its commitment for all Indian children of school age to have equal access to all programs, services and activities offered within the school district. Moreover, the District is committed to actively seeking the most effective educational practices for all students through efforts to engage all students, including Indian students, through evidence-based practices and by actively encouraging its teachers to stay abreast of best practices through in-services and trainings with attention to the needs of Indian students. To this end, the Stony Creek Joint Unified School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

**ATTESTATIONS**

The Stony Creek Joint Unified School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures will be attached to the FY 2026 Impact Aid application.

The Stony Creek Joint Unified School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY 2026 Impact Aid application.

**Indian Policies and Procedures**

The following Indian policies and procedures become effective upon school board approval.

**POLICY (1): The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34CFR222.94(a)(1)]**

**Procedure 1:** The District Administrator/designee will, as soon as reasonably possible after such information becomes available, but not later than one week in advance of any meeting, mail or deliver through students with a prior text message or postcard stating that the materials should be expected to Indian parents and Tribal officials a copy of the following documents:

- Impact Aid FY 2026 application;
- Evaluation of relevant educational programs; and
- Plans for education programs the District intends to initiate or eliminate.

Information regarding these materials will be included in yearly written report, which will include school personnel contact information for any parent or parent groups who wants to meet and discuss the information in the report. (This report will be mailed with the written response to items in Policy 5.) Parents of Indian children, tribal officials and the public will be given notice of any and all meetings related to equal participation or the content of the educational program by including information about meeting times and locations to be disseminated in the registration packet given to all students. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting. Parents of Indian children, tribal officials, the Indian Education Committee and any other interested persons will be offered the opportunity to review assessment data to help develop or modify educational programs and services allowing for the participation of Indian students on an equal basis in the district. The meeting to discuss these documents was on 1/21/2025.

**POLICY (2): The Stony Creek Joint Unified School District will provide an opportunity for the Grindstone Tribe and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities. [34CFR222 .94(a)(2)]**

- (i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and**
- (ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.**

**Procedure 2:**

The District will carry out and document the following procedures in order to notify the tribe and parents of Indian children to of opportunities for their comments and recommendations to be heard. The tribes preferred method of communication is a combination of “all call” to parents, attendance of the school district at monthly Grindstone parent meetings and surveys. The purpose of these procedures is to allow parents of Indian children multiple methods of communication (i) and (ii).

- 1) District Board Meetings:
  - a) Agendas will be posted in the following places with 72 hours notice: copy faxed Grindstone Indian Rancheria Community Center for posting on the public bulletin board, District office, Elk Creek Post Office, Stonyford Post Office, and District website.
- 2) Regular school district board meetings will be scheduled on the third Tuesday of each month; location alternating between school facilities in Elk Creek and in Stonyford. All board meetings, regular and special, will be announced with an “all call” to parents.
- 3) American Indian Parent Meetings:
  - a) The goal of the meetings will be a collaborative effort between the Indian parents/guardians and district to increase attendance and achievement of Indian children attending in the district.
- 4) A yearly survey will be mailed to each family/guardian with Indian child(ren) attending school in the district, and the survey will be administered to grades 7-8 at school. The survey



- will include questions on preferred methods of communication with the Indian community and requests for input and feedback from students and parents.
- a) A copy of the survey and results will be maintained in the District Office. The information gathered in the survey will be shared at a regularly scheduled Board meeting and with the Indian community at a regularly scheduled parent meeting.
  - b) Classroom teachers will share the survey results with students.
  - c) A copy of the survey results will be mailed to the Tribal Chair.
- 5) School representative(s) will attend the monthly Grindstone Parent Advisory Committee meetings at the Grindstone Indian Rancheria and also solicit their preferences for means and times of communication from District schools.
    - a) School representative(s) will solicit input and feedback on the needs of Indian students and families and maintain written notes of each meeting.
    - b) School representative(s) will inform Indian parents of activities and meetings at the school through notes home and/or use of an "all call" system. Meeting times will include opportunities for parents to ask questions give input. Written records of these meetings will be maintained.
  - 6) Informal conversations with parents visiting the schools will also be used as an opportunity to solicit additional feedback and input from Indian parents and their preferred way of gaining information about school activities; written notes will be made of information parents share.
  - 7) Grindstone Parent Advisory Committee meetings will be held at the Grindstone Indian Rancheria for the convenience of the parents living there. Regularly scheduled meetings will be announced on the "all call" at least 72 hours prior to the meeting.
  - 8) District board meetings and school site council meetings are held in the evening or late afternoon to accommodate working parents, including Indian parents. Meetings and school site council meetings will be publicized with the required 72 hour agenda postings, "all calls," and flyers went home with the K-6 students.
  - 9) In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the Board will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the fall and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the Board. Indian parents and Tribal officials will be given notice of any and all meetings by including in the above-referred questionnaire to be disseminated in the fall semester information as to the location of legally posted Board notices. The location, date and time of any meeting described above shall be posted in the same manner as a legally posted Board meeting. If participation in the survey results in a low return rate or the established meeting yield low participation by the parents of Indian children and tribal officials, the Stony Creek Joint Unified School District will re-evaluate its plan and consult with parents of Indian children and tribal officials on ways to improve and enhance participation in the consultation process. The Stony Creek Joint Unified School District may re-locate meetings or times to encourage participation.

**POLICY (3): The Stony Creek Joint Unified School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. [34CFR222.94(a)(3)]**

**(i) Share relevant information related to Indian children's participation in the LEA's education program and activities with tribes and parents of Indian children; and**

**(ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.**

The Stony Creek Joint Unified School District will take the following measures to annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities. The very small district has only 55 students including kindergartners through high school seniors, inclusive.

**Procedure 3:**

**Assessment of Equitable Participation by Indian Children in District Programs and Activities**

- 1) The Stony Creek Joint Unified School District will monitor Indian student participation in all academic and co-curricular activities and evaluate and report these annually. Data will be gathered from the following sources:
- 2) California Department of Education website with demographic student data including progress shown on the Dashboard for Indian students in Language Arts, Math and Science, and the number of suspensions.
- 3) School rosters--number and proportion of Indian students in student clubs and sports. Data will be reported annually to Board and Indian parent organization.
- 4) Indian student participation in academic interventions: Accelerated Reader; University of Oregon Dynamic Indicators of Basic Early Literacy Skills (DIBELS); DIBELS for math; Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), referrals to special services.
- 5) Equitable participation of Indian students will be monitored through review of graduation rates and attendance records.
- 6) School district officials will provide opportunities through parent meetings and by individual invitation to Indian parents for input and feedback through the following:
- 7) publicized monthly board meetings and Indian parent advisory meetings
- 8) Requests at meetings to Indian parents for verbal and written feedback and input at the annual report of Indian students' participation and progress in academic and extracurricular activities.
- 9) A report of equitable participation of Indian students will be mailed to parents of Indian students. The report will include notification of the District's desire for further information, accepted in verbal or written format. The report will include an invitation to meet in person, by phone, e-mail, and/or to request a formal meeting for further discussion regarding equitable participation.
- 10) The Stony Creek Joint Unified School District will share its assessment of district funding, Indian student participation, related academic achievements and other related data will be shared with the parents of Indian children and tribal officials by mail, email, and/or posting at tribal office.

- 11) Annual reports on the equitable participation of Indian students will be mailed to the Tribal Chair, given to members of the Indian parent advisory committee. The report will include how funding related to education of Indian students is spent. A record of these reports will be maintained in the district office.
- 12) Copies of annual reports will be provided to tribal officials.

**POLICY (4):** The Stony Creek Joint School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

[34CRF222.94(a)(4)]

**Procedure 4:**

During the organization meeting of the Parent Advisory Committee, the Indian Policies and Procedures will be reviewed and revised if necessary.

- 1) The IPP document will be forwarded to the SCJUSD School Board for as well as the tribal chair and parents of Indian children for review and consideration
- 2) The Parent Advisory Committee will be advised that it may suggest revisions at other times of the year.
- 3) Any updates of the IIP will be sent to parents of Indian children and tribal officials within two weeks of adoption by the SCJUSD School Board.
- 4) The geographical area of the district will be divided in a manner to ensure the inclusion of representatives from the American Indian community.
- 5) Changes to the IPP will be implemented expediently, with the schedule of change related to the time required, dependent on the magnitude or type of change.
- 6) Indian parents and children will be made aware of changes through the Indian parent advisory committee.

**POLICY (5) :** The Stony Creek Joint Unified School District will respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA. [34CRF222 .94(a)(5)]

**Procedure 5:**

The Stony Creek Joint Unified School District will at least annually respond in writing to any comments and recommendations received from the Parent Advisory Committee, tribal officials, and/or parents of Indian children, and disseminate the responses to all parties at least annually prior to the yearly submission of the IPPs by the District. The written response will be sent home with all Indian students living on or off the Grindstone Indian Rancheria and also posted at the tribal office and mailed to the Tribal Chair. The response will include contact information for those who want to give further feedback or discuss the District's response. The District's at least annual response will be prepared within two weeks of response(s) from parents of Indian children and sent home with students with prior notice by text or postcard. and reported at a Board meeting.

**POLICY (6): The Stony Creek Joint Unified School District will provide a copy of the IPPs annually to the affected tribe or tribes. [34CR F222.94 (a)(6)]**

**Procedure 6:**

The Stony Creek Joint Unified School District will annually provide a copy of the current Indian Policies and Procedures to the Grindstone Indian Rancheria Tribal Office and Tribal Chair and have a copy available at the District office with notification to parents through an information item on the agenda for a regularly scheduled meeting, posted as required. All students' parents will also be notified of the location of the current Indian Policies and Procedures in the packet of school information provided for every District student at the beginning of the school year and for all new students during the school year.

Board Approval Date 01/21/2025

## BOARD POLICY

TITLE: Native American Policies and Procedures NUMBER: 3016.7

It is the policy of the Stony Creek Joint Unified School District that Native American children are afforded the opportunity to participate on an equal basis with all other children educated by the district.

The Stony Creek Joint Unified School District staff will provide for open communication and participation with and by all Tribal Governments, parents of Native American children, or its committee representative regarding matters dealing with the educational process of children residing on the Grindstone Native American Rancheria and other Native American children residing in the Stony Creek Joint Unified School District. This includes, but is not limited to, opportunities to serve on School Site Council committees and Parent-Teacher organizations. They will be afforded the opportunity to comment on whether Native American children participate on an equal basis with non-Native American children in the educational programs and activities provided by the district. When new staff members are hired, a Grindstone Parent Advisory Committee parent will be asked to serve on District interview committees.

The Stony Creek Joint Unified School District, through monthly meetings with the Native American parents, will inform, consult and involve Native American parents regarding the school program and assess the extent to which Native American children participate on an equal basis with non-Native American children served by the district. Native American parents will have the opportunity to recommend, if necessary, ways the district can modify its education program to ensure that Native American children participate on an equal basis with non-Native American children served by the district. The Stony Creek Joint Unified School District will disseminate applications, evaluations, program plans and other information related to the educational programs of the district in a timely manner. The district will allow the tribe and parents of Native American children an opportunity to review the materials, provide input on the needs of the Native American children, and recommend ways the school district can help Native American children benefit from the district's educational programs and activities. All agencies and groups will work cooperatively to offer the best education possible for all students.

Names of parents serving on the GPAC will be submitted to the office by the start of each school year. The Superintendent or designee will then attend the meetings. A time and schedule for the monthly meetings will be set at the first meeting of the year, usually the 2<sup>nd</sup> Thursday in August.

Each meeting of the Grindstone Parent Advisory Committee will allow time for discussion of educational concerns that Native American parents may have. An open approach will be instituted where Native American parents will be encouraged to participate fully. The connection will be a partnership which allows for positive flow of information and ideas from the Rancheria to the school district and from the school district to the Rancheria. It is the district's responsibility to gather information concerning

the Native American community views on education issues and notify Native American parents and tribal members of the location and times of school board meetings.

Notices of upcoming Stony Creek Joint Unified School District Board meetings will be posted at the Grindstone Tribal Office, the Elk Creek post office, the Stonyford post office, and the District office

The district staff shall endeavor to participate with Native Americans to provide integrated educational programs and career preparation activities in accordance with the provision of the “No Child Left Behind Act of 2001”. The district shall follow state and federal guidelines relating to “No Child Left Behind” in identifying, assessing, and remediation of specific learning needs of Native American children. Cultural activities will be observed with the goal that tribal traditions are respected by the school district and resources are used to educate all students. These Native American Policies and Procedures will be modified based upon input from the tribe and parents.

Policy Revised: 3/08, 6/10, 1/22/14, 7/23/14, 9/9/15, 10/9/19, 1/30/2024, 1/21/2025

Policy Reviewed: 5/09, 4/11, 5/29/12, 7/14, 9/9/15, 1/11/17, 10/10/18, 11/18/20, 1/19/22

## Stony Creek Joint Unified School District

### District Manager Confidential Management

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**Summary:** The District Manager is the face of the district, setting its tone, spirit, and overall atmosphere. Serving as the district's primary receptionist, the District Manager is a person's first impression of the district as they greet visitors, answer calls, and ensure a welcoming office environment. With a focus on professionalism and confidentiality, this role supports the district's mission through effective coordination and communication. The District Manager oversees the daily operation of the district, providing administrative, organizational, and receptionist support. Responsibilities include managing workflows, communications, records, and student information systems, while coordinating transportation, events, and logistics ensuring the daily operations flow smoothly and efficiently. The District Manager reports directly to the Superintendent.

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#### **Essential Duties and Responsibilities (including but not limited to):**

##### **Office Management**

- Greet visitors; screen and provide directions, information or forms.
- Answer phone calls; screen, answer questions, and forward.
- Coordinate the organization and workflow of the district office to create a clean, friendly, welcoming, office environment.
- Manage and track keys and office inventory, prepare requisitions for the purchase of supplies and equipment, place orders as needed.
- Manage call-outs, find and direct substitutes for all staff.
- Operate a variety of office equipment such as computers, the central telephone answering system, radios, printers, copiers, calculators, shredder, hospitality equipment, cell phones, security systems and other equipment as required.

##### **Event and Transportation Coordination**

- Plan and coordinate district events, activities, fundraisers, meetings and trips with staff; ensuring the preparation of clean, safe, and well-stocked facilities, spaces, and vehicles.
- Coordinate with staff to include all district events, activities, fundraisers, meetings and trips on the district office calendar and ParentSquare calendar.
- Manage cash boxes for events and fundraisers. Count cash received and create cash reports for the District.
- Manage field trip packet completion (itineraries, permission slips, etc.)

- Manage district transportation, including drivers, substitutes, assigning vehicles, and trips excluding DOT paperwork.

### **Communication and Record-Keeping**

- Maintain and provide student records to appropriate agencies.
- Track daily attendance. Call families, write and send letters for SARB.
- Manage the student information system and create and update schedules.
- Perform tasks and create reports related to CALPADS, CBEDS, and CRDC, among other state and federal reporting.
- Utilize various complex computer programs.
- Perform public relations and communication services for the Superintendent.
- Create packets.
- Prepare, distribute, collect, and record back-to-school and enrollment paperwork.
- Compose correspondence, letters, memoranda and newsletters independently.
- Type from rough drafts or verbal instructions a variety of materials such as master schedules, letters, memoranda, personnel requests, lists, bulletins, reports, statistical data, and sensitive/confidential materials.
- Keeps an organized record of documentation for audit purposes.

### **Administrative Support**

- Perform a wide variety of advanced, highly complex duties to assist the District and Superintendent with secretarial, clerical, and routine administrative tasks.
- Provide a welcoming and supportive experience as the contact person and reference source for staff, students, parents, volunteers, and the public. Assist them in navigating and understanding district resources, policies, procedures, and regulations related to school functions and programs.
- Assist with operational and administrative matters as appropriate.
- Provide lead direction to assigned staff, student aides, and volunteers.
- Make decisions related to procedural and operational matters according to established guidelines.
- Manage the staff training system and track completion of trainings.
- Ensure all new employees and volunteers are fingerprinted, have been TB tested, and have all necessary paperwork completed.
- Collect and check for completion of personnel timesheets.
- Maintain confidentiality of issues related to negotiations, personnel, students, and district operations.
- Perform related duties as assigned.



## Minimum Qualifications

### Education and Experience:

- Any combination of training, experience, and/or education equivalent to:
  - graduation from high school
  - four years of clerical or secretarial experience
  - college-level course work preferred

### Skills:

- Ability to type 65 correct words per minute on a computer keyboard
- Letter and report writing
- Oral and written communication
- Operation of a computer and data entry techniques including:
  - Word processing
  - Presentation preparation
  - Spreadsheets
  - Internet access: Email, search browser
- Interpersonal skills using tact, patience, courtesy, and professionalism

### Knowledge and Abilities:

- School office terminology
  - Office Management practices, procedures, equipment and records management
  - Receptionist and telephone techniques and etiquette
  - Screen incoming correspondence routed to administrator for priority and background information
  - Health and safety regulations
  - Correct English usage, grammar, spelling, punctuation, and vocabulary
  - Applicable sections of State Education Code and other applicable laws, policies, or procedures
- 

## Working Conditions

- School office environment
- Constant interruptions
- Excessive intermittent noise
- Professional attire is expected for daily work

- Sitting for extended periods, frequent computer use, and occasional lifting of materials up to 50 pounds.

DRAFT

**Stony Creek Joint Unified School District**  
**Executive Assistant to the Superintendent**  
**Confidential Management**

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**Summary:** The Executive Assistant to the Superintendent serves as direct support to the Superintendent, managing critical administrative and strategic functions to ensure administrative efficiency and alignment with district priorities. This multifaceted role encompasses email and calendar management, meeting support, travel planning, grant writing assistance, responding to public records requests, team engagement, and leadership on special projects such as facilities improvements and compliance coordination. The position requires exceptional organizational skills, discretion, and the ability to prioritize and execute tasks that support the Superintendent's leadership of the district.

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**Essential Duties and Responsibilities (including but not limited to):**

**Public Records Requests:**

- Handle requests for public records according to California laws and regulations.
- Work with different departments to find, review, and organize the requested information efficiently.
- Ensure any private or restricted information is properly redacted and provide clear answers to the person requesting the records.
- Keep detailed records of all requests, responses, and related documents to maintain transparency and accountability.

**Grant Writing and Special Projects:**

- Assist the Superintendent in researching, identifying, and applying for federal, state, and private grants to fund district initiatives.
- Draft portions of grant proposals, track application deadlines, and prepare required documentation to meet submission requirements.
- Collaborate with district departments to collect data and information needed for compelling grant applications.
- Ensure compliance with all grant reporting requirements and maintain thorough documentation of grant activities.

- Build relationships with funding agencies and other stakeholders to support the district's strategic funding goals.
- Serve as a liaison between the district, architectural firms, and construction teams to align projects with priorities and timelines.
- Facilitate inspections and manage compliance documentation for regulatory standards.

#### **Email Management:**

- Manage email inboxes to process the high volumes of daily communication; prioritize, draft responses, and flag critical items to maintain focus on essential matters.
- Draft and coordinate follow-up correspondence for timely and thorough communication management.

#### **Calendar Management:**

- Resolve scheduling conflicts, proactively prevent double-bookings, and prioritize meetings based on strategic district objectives.
- Make executive decisions to decline or defer meeting requests misaligned with district priorities.
- Maintain an efficient calendar system, ensuring balanced scheduling, incorporating travel buffers, deep work sessions, and critical task blocks.

#### **Meeting Support:**

- Prepare detailed pre-meeting briefings, including objectives, participant details, and action expectations.
- Develop presentation decks and reports for board meetings, cabinet meetings, and community forums.
- Attend meetings, take comprehensive notes, identify actionable items, and follow through on their timely completion.
- Monitor and ensure the completion of assigned action items, distribute detailed meeting minutes, and facilitate ongoing communication to support follow-up actions.
- Assure that the Board is fully prepared for all official and unofficial proceedings with up-to-date information and background data, agendas, and documentation, accurate schedules, and a meeting room.
- Prepares, updates, and distributes Board policies. Assures that suggested revisions are submitted to the board for approval.

### **Travel Planning and Expense Management:**

- Coordinate comprehensive travel arrangements, ensuring itineraries align with the Superintendent's preferences.
- Track expenses, process reimbursements, and ensure compliance with district fiscal policies.

### **Team Engagement:**

- Plan district-level initiatives, including team-building events, employee recognition programs, and milestone celebrations.
- Assist in planning staff meetings and preparing documents for those meetings.
- Order and distribute district-branded materials and recognition items to staff and stakeholders.

### **Other**

- Shares general secretarial work with District Manager, including filing, word processing, collating, copying, answering phones, collecting and sorting mail, and responding to students, staff, parents, and guests as needed.
- Maintains conflict of interest forms.
- Does research at the superintendent's request.
- Update and maintain the district website with accurate, timely, and relevant information, ensuring compliance with accessibility standards.
- Keeps an organized record of documentation for audit purposes.
- Update staff, parent, and student handbooks.
- Perform related duties as assigned.

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### **Qualifications**

#### **Knowledge of:**

- Email and calendar management best practices for executive-level professionals.
- Modern office management techniques, including advanced proficiency in communication and organizational tools.
- State and federal agency processes, including grant writing, compliance, and facilities project management.
- Governing Board procedures, Brown Act requirements, California Education Code, and California Public Records Act.
- Website content management systems and district communication protocols.

**Ability to:**

- Manage high-priority tasks with exceptional discretion and professionalism, ensuring discretion on confidential matters.
- Organize complex schedules and priorities while ensuring alignment with district objectives.
- Lead cross-departmental projects, ensuring transparency, accountability, and adherence to timelines and budgets.
- Compile and prepare comprehensive reports.
- Maintain a variety of complex and confidential files and records.
- Plan and organize work.
- Work independently with little direction.
- Establish and maintain cooperative working relationships with others.

**Education and Experience:**

- Bachelor's degree in business administration, public administration, human resources or a related field preferred.
  - At least seven years of progressively responsible executive-level administrative support experience preferred.
  - Demonstrated success in managing complex communications and supporting high-level leadership.
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**Working Conditions****Environment:**

- Office environment with frequent interruptions and tight deadlines.
- Regular interaction with district staff, parents, community members, and external agencies.
- Professional attire is expected for daily work.

**Physical Demands:**

- Sitting for extended periods, frequent computer use, and occasional lifting of materials up to 50 pounds.

**Quarterly Report on Williams Uniform Complaints**  
(Education Code § 35186)

District: Stony Creek Joint Unified School District

Person completing this form: Emily Pendell Title: Superintendent

Quarterly Report Submission Date:  April 2025  
 July 2024  
 October 2024  
 January 2025

Date for information to be reported publicly at governing board meeting 1/21/2025

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

<i>General Subject Area</i>	<i>Total # of Complaints</i>	<i># Resolved</i>	<i># Unresolved</i>
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
<b>TOTALS</b>	<b>0</b>		

Emily Pendell

District Superintendent (Print)

Emily Pendell

Signature of District Superintendent

1/17/25

Date