

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
Board Packet



BOARD OF TRUSTEES
Tammi Bennett, President
Brandon Fawaz, Clerk
Jason Finley
Sandy Hogge
Jennifer Thackeray

SUPERINTENDENT
Micheline G Miglis

EXECUTIVE ASSISTANT
Julie Hogun

"ENSURING HIGH LEVELS OF LEARNING FOR ALL STUDENTS"

Scott Valley Unified School District
Micheline Miglis, Superintendent
Julie Hogun, Executive Assistant
11918 Main Street
Fort Jones, CA 96032
(530) 468-2727



Board of Trustees
Tammi Bennett, President
Brandon Fawaz, Clerk
Jason Finley
Sandy Hogge
Jennifer Thackeray

Ensuring High Levels of Learning for All Students

Regular Meeting of the Board of Trustees

Wednesday, January 25, 2023
Closed Session 5 p.m. • Open Session 6 p.m.
Etna High School, Multi-purpose Room
400 Howell Avenue, Etna, California

AGENDA

Agenda and supporting documents are available on the district website, www.svUSD.us as well as at the District Office during normal business hours. Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Julie Hogun, Executive Assistant at the Scott Valley Unified School District Office at least three working days prior to any public meeting. All Board of Education meetings are audio recorded and kept on file for 30 days after Board approval of the meeting minutes.

1.0 CALL TO ORDER

- 1.1 Roll Call
Tammi Bennett, President of the Board
Brandon Fawaz, Clerk of the Board
Jason Finley, Trustee
Sandy Hogge, Trustee
Jennifer Thackeray, Trustee
- 1.2 Public Comment regarding Closed Session items

2.0 CLOSED SESSION

Personnel Matters Pursuant to Government Code Section 54957

- 2.1 Public Employee Discipline/Dismissal/Release/Complaint
- 2.2 Employment for 2022-23 School Year
 - 2.2.1 Paraprofessional, FJE, 6.5 hrs/M-Th and 4.5 hrs/Friday
 - 2.2.2 Paraprofessional, SVJH, 6.5 hrs/M-Th and 4.5 hrs/Friday

- 2.2.3 After School Assistant, EES, 2 hrs/M – Th
- 2.3 Volunteer Employment
 - 2.3.1 Assistant Baseball Coach, EHS

3.0 OPEN SESSION – CALL TO ORDER

- 3.1 Flag Salute
- 3.2 Approve the agenda for the Regular Meeting of the SVUSD Board of Trustees for January 25, 2023
- 3.3 Reportable Action taken in Closed Session as per Government Code Section 54957.1(A)(5)

4.0 PUBLIC COMMENT

Public comment is invited on any matter included on the agenda or items not on the agenda. Presentations are limited to three minutes. Please be aware that this is a private meeting held in a public place and the Board is prohibited by law from taking action on any item presented if it is not listed on the agenda.

5.0 CONSENT AGENDA

Items listed under the Consent Calendar are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

- 5.1 Approve Minutes
 - 5.1.1 Regular Board Meeting: December 14, 2022 7 - 12
- 5.2 Approve Warrants 13 - 57
- 5.3 Approve Stipends 58
- 5.4 Ratify Employment listed on Closed Session Agenda
- 5.5 Approve Extra Duty Hours for Classified, Short Term, and Certificated Employees 59
- 5.6 Approve Contracts for Services and Materials 60
- 5.7 Approve Quarterly Report Williams Uniform Complaints 61

- 5.8 Approve Update to 2020-21 School Accountability Report Cards Section, School Facility Conditions and Planned Improvements: Etna Elementary School, Etna High School, Fort Jones Elementary School, and Scott Valley Community Day School 62 - 65
- 5.9 Approve Surplus Items 66 & 67

6.0 REPORTS AND COMMUNICATIONS

6.1 Reports

6.1.1 Tribal Report – Indian Parents Committee

(Per PL874 Grant: This allows the parents/guardians of the Indian children time to present to the school Board Members any issues or questions that they may have.)

6.1.2 Scott Valley Junior High Block Schedule

Tana Piersall, Principal

6.1.3 Principals/Instructional Leadership Team

Etna High School and Scott River High, Jim Isbell/Matt Chester
 Scott Valley Junior High, Tana Piersall
 Fort Jones Elementary, Raylene Lang
 Etna Elementary School, Jim Pindell

6.1.4 Superintendent's Report

6.1.4.1 Resignations

6.1.4.1 Teacher, 6th Grade, SVJH, Drew Nobles

6.1.4.2 Teacher, TK, FJE, Mukti Friden

6.1.4.3 After School Assistant, SVJH, Kelsey McEwen

6.1.4.4 Assistant Football Coach, Shayne Hammond

6.1.4.5 Head Tennis Coach, EHS, Jami Houston

6.1.4.6 Head Wrestling Coach, SVJH, Dave Downey

6.1.4.7 Head Boys Track Coach, SVJH, Danielle Yokel

6.1.4.2 District News and Updates

7.0 REGULAR AGENDA

Discussion and/or Action

- 7.1 Approve 1st Reading, Board Policies and Administrative Regulations December 2023 Batch 69 - 77
- 7.2 Approve Provisional Internship Permit to teach 6th grade, Caitlin Bennett 78 & 79
- 7.3 Approve Provisional Internship Permit to teach 3rd grade, Alyssa Burrone 80 & 81
- 7.4 Approve Resolution #23-015, National Benefit Service's Secure Act Amendment for Employers 82 - 94

- 7.5 Approve Certificated and Classified Day-to-Day Substitute, and Title VI and Supplemental Programs Salary Schedules 95 - 98
- 7.6 Approve 2021-22 School Accountability Report Cards (SARC): Etna Elementary School, Etna High School, Fort Jones Elementary School, Scott River High School, Scott Valley Community Day School, and Scott Valley Junior High 99 - 172
- 7.7 Approve Indian Policies and Procedures PL 874 Grant 173 - 176
- 7.8 Approve Revised Declaration of Need for Fully Qualified Educators 177 - 180
- 7.9 Reconfiguring Etna and Fort Jones Elementary Schools, Grades TK – 5th for 2023-24 School Year
 - 7.9.1 Discuss/Approve Which grade spans at which schools, Preschool – 2nd and 3 – 5th

8.0 BOARD REPORTS

Board Member Reports and/or comments, requests for information or future agenda items

9.0 RECONVENE TO CLOSED SESSION

Personnel Matters Pursuant to Government Code Section 54957

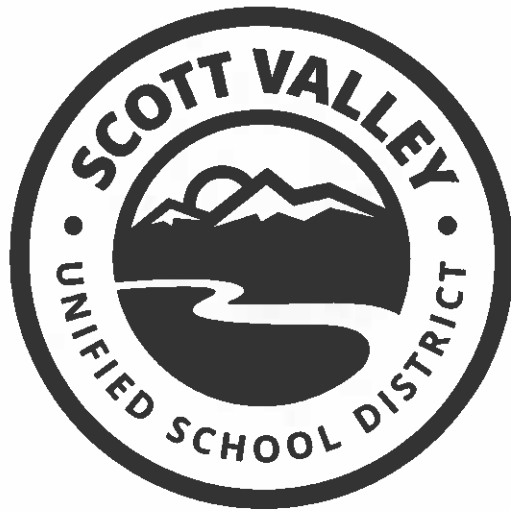
- 9.1 Public Employee Discipline/Dismissal/Release/Complaint

10.0 RECONVENE TO OPEN SESSION

- 10.1 Reportable Action taken in Closed Session as per Government Code Section 54957.1(A)(5)

11.0 ADJOURNMENT

The next Regular Board Meeting is scheduled for:
February 15, 2023 at Etna High School
5:00 p.m. Closed Session, 6:00 p.m. Open Session



Consent

Scott Valley Unified School District
Micheline Miglis, Superintendent
Julie Hogun, Executive Assistant
11918 Main Street
Fort Jones, CA 96032
(530) 468-2727



Board of Trustees
Tammi Bennett, President
Jennifer Thackeray, Clerk
Brandon Fawaz
Jason Finley
Sandy Hogge

Ensuring High Levels of Learning for All Students

Regular Meeting of the Board of Trustees

Wednesday, December 14, 2022

MINUTES

CALL TO ORDER

A Regular meeting of the Governing Board of the Scott Valley Unified School District was called to order by Tammi Bennett at 5:00 p.m. on Wednesday, December 14, 2022 at Etna High School.

Roll Call - Members Present

Tammi Bennett, President of the Board

Jennifer Thackeray, Clerk of the Board

Brandon Fawaz

Jason Finley

Sandy Hogge

Members Absent: None

Public Comment regarding Closed Session items: None

CLOSED SESSION

The Board adjourned to Closed Session from 5:00 – 6:03 p.m.

OPEN SESSION

President Tammi Bennett called the meeting to order at 6:06 p.m. and led the Board and Audience in the Pledge of Allegiance.

Jennifer Thackeray moved, seconded by Brandon Fawaz, to approve the agenda for the Regular Meeting of the SVUSD Board of Trustees for December 14, 2022

The motion passed with a vote of 5 – 0

Ayes:

Tammi Bennett

Brandon Fawaz

Jason Finley

Sandy Hogge

Jennifer Thackeray

Noes: None

Absent: None

Reportable action taken in Closed Session

- No reportable action

PUBLIC COMMENT FOR OPEN SESSION

- Jenn Rogge, thanked Board for working on reconfiguration of elementary schools. Supports reconfiguration, thinks it's a great idea. Thanked district for making information so public
- Lacey Gamaehlich, asked Board to postpone reconfiguration of elementary schools, high costs to parents and their time traveling back and forth between towns
- Lindsay Rompon, supports reconfiguration of elementary schools, as an educator and parent, feels best foundation for students, teachers can plan and execute curriculum better, two teachers per grade at same site can meet students' needs better
- Jenny Zink, 100% supports reconfiguration of elementary schools, as parent and member of LCAP committee and school site council, cost savings to district, best possible education for kids
- Robbie Stevens, 100% opposes reconfiguration of elementary schools, transportation concerns
- Sarah Stevens, opposes reconfiguration of elementary schools, financial hardship for parents, makes for longer day for kids and parents
- Kristen Frost, opposes reconfiguration of elementary schools, difficult for parents that work in Yreka, busing concerns

CONSENT AGENDA

- 5.1 Approved Minutes
 - 5.1.1 Regular Board Meeting: November 16, 2022
- 5.2 Approved Warrants
- 5.3 Approved Stipends
- 5.4 Ratified Employment listed on Closed Session Agenda
 - Temporary and Short Term Employment for 2022-2023 School
 - Title VI Tutor, EES, Tssiuvvu "Huvi" Dewey
- 5.5 Approved Extra Duty Hours for Classified, Short Term and Certificated Employees
- 5.6 Approved Certification of Signatures for Siskiyou County Office of Education

Motion to Approve Consent Agenda: Jennifer Thackeray, 2nd: Jason Finley

Vote of 5 – 0

Ayes:

Tammi Bennett

Brandon Fawaz

Jason Finley

Sandy Hogge

Jennifer Thackeray

Noes: None

008 Absent: None

008

REPORTS AND COMMUNICATIONS

6.1 Reports

6.1.1 Tribal Report – Indian Parents Committee: None

6.1.2 Etna Future Farmers of America – FFA Officers Report on National Convention trip to Washington DC

6.1.3 No Principals/Instructional Leadership Team Reports

6.1.4 Superintendent's Report

6.1.4.1 Resignations

6.1.4.1 Head SVJH 7th & 8th Grade Volleyball Coach, Jeff Miller

6.1.4.2 District News and Updates

- Recommend ratifying the negotiated salary increase and health and welfare cap with Scott Valley Teachers Association (SVTA)
- Recommend to adopt per Senate Bill 1479, Covid Test Plan which takes effect until January 2026
- Acknowledge CBO, Lillian Eastlick for her work on the 1st interim Budget Report
- Acknowledge both elementary principals worked on the preschool – 5th grade spans presentation that will presented by Principal Lang

REGULAR AGENDA

7.1 Certification of Trustees and Oath of Office

Appointments in lieu of election

Jason Finley, Area 1, Term ending: December 13, 2024

Sandy Hogge, Area 1, Term ending: December 11, 2026

Elected Trustees

Jennifer Thackeray, Area 2, Term ending: December 11, 2026

Brandon Fawaz, At Large, Term ending: December 11, 2026

7.2 Approved Resolution #23-003, Title VI Short Term Employment

Motion to Approve: Jason Finley, 2nd: Sandy Hogge

Vote of 5 – 0

Ayes:

Tammi Bennett

Brandon Fawaz

Jason Finley

Sandy Hogge

Jennifer Thackeray

Noes: None

Absent: None

- 7.3 Approved CDPH Testing Framework
Motion to Approve: Jennifer Thackeray, 2nd: Sandy Hogge
Vote of 5 – 0
Ayes:
Tammi Bennett
Brandon Fawaz
Jason Finley
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None
- 7.4 Approved Public Disclosure with Bargaining Unit SVTA
Motion to Approve: Jennifer Thackeray, 2nd: Sandy Hogge
Vote of 5 – 0
Ayes:
Tammi Bennett
Brandon Fawaz
Jason Finley
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None
- 7.5 Approved Tentative Agreement with SVTA and attached Certificated Salary Schedules;
185 work day schedule, 210 work day schedule, and Dean of Students
Motion to Approve: Sandy Hogge, 2nd: Jennifer Thackeray
Vote of 5 – 0
Ayes:
Tammi Bennett
Brandon Fawaz
Jason Finley
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None
- 7.6 Approved First Interim Budget Report
Power Point by Lillian Eastlick, CBO, 6:32 – 6:41 p.m.
Motion to Approve: Jason Finley, 2nd: Brandon Fawaz
Vote of 5 – 0
Ayes:
Tammi Bennett
Brandon Fawaz
Jason Finley
Sandy Hogge
Jennifer Thackeray
Noes: None

Absent: None

- 7.7 Approved Resolution #23-014, Budget Transfer
Motion to Approve: Jennifer Thackeray, 2nd: Brandon Fawaz
Vote of 5 – 0
Ayes:
Tammi Bennett
Brandon Fawaz
Jason Finley
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None
- 7.8 Annual Organizational Meeting/Election of Officers for Calendar Year 2023
- 7.8.1 Elected Board President: Tammi Bennett
Motion: Brandon Fawaz, 2nd: Sandy Hogge
Vote: 5 - 0
Ayes:
Tammi Bennett
Brandon Fawaz
Jason Finley
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None
- 7.8.2 Elected Clerk/Vice President: Brandon Fawaz
Motion: Jennifer Thackeray, 2nd, Jason Finley
Vote 5 – 0
- 7.8.3 Appointed Superintendent Micheline Miglis to serve as Board Secretary
Motion: Jennifer Thackeray, 2nd: Sandy Hogge
Vote 5 – 0
- 7.8.4 Selected Representative to Leave Review Committee: Sandy Hogge
Motion: Brandon Fawaz, 2nd: Jason Finley
Vote 5 - 0
- 7.8.5 Selected Representative to Scott Valley Scholarships Committee: Jason Finley
Motion: Jennifer Thackeray, 2nd: Brandon Fawaz
Vote 5 - 0
- 7.8.6 Selected LCAP Committee Representatives: Jason Finley and Brandon Fawaz
Motion: Sandy Hogge, 2nd: Jennifer Thackeray
Vote 5 – 0

- 7.8.7 Selected Board Meeting Dates, Times, and Locations through December 2023
Motion by Jason Finley to hold meetings at Etna High School, 2nd: Jennifer Thackeray
Vote 5 – 0

- 7.9 Discuss Reconfiguring Etna and Fort Jones Elementary Schools, Grades TK – 5th for 2023-24 School Year
- Power Point, which grade spans at which schools presented by Raylene Lang, Principal
 - Board Discussion
 - School tours by Board Members
 - Vote on which grade spans at which schools in January

BOARD REPORTS

Board Member Reports and/or comments, requests for information or future agenda items

- Brandon Fawaz requested Zoom link for the January meeting, stating he'd be out of town
- Tammi Bennett made the following statement: I would like to take a point of personal privilege to close a chapter in our District's history. With all that we went through with the pandemic. We did not always agree, but we made the hard decision to keep kids in school and keep our doors open and our kids safe while complying with all the state mandates. I just wanted to acknowledge that we are proud to say that we succeeded even through some of the community unhappy with our Board's decision and resolution and with all the different uniform complaints and personnel complaints and calling for the termination of our superintendent and complaints to the county office of education and complaints to the California Department of Education and complaints to the California Department of Public Health and even with some of these individuals on the advisory group, each and every complaint has been dismissed. Then with the final effort to revoke Micheline's credential with the California Commission on Teacher Credentialing they voted to dismiss the charges and to close her case with no adverse action taken. I just wanted to report out that we are happy that she was able to continue with her credential and this was a Board decision and a Board vote on what our protocol was and she did right by the Board and by the kids and followed our directive as our employee. We just want to say thank you and hopefully we can move on from this point and continue with educating kids.

Reconvened to Closed Session: 7:10 – 8:42 p.m.

No Reportable Action taken in Closed Session

ADJOURNMENT

President Bennett adjourned the meeting at 8:42 p.m.

Julie Hogun, Executive Assistant

Tammi Bennett
President, SVUSD Board of Trustees

Brandon Fawaz
Clerk, SVUSD Board of Trustees

Special

Batch # 1207

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility	43,644.74	
	Batch Total	43,644.74	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: *W. M. Mugh* Date: 12/12/22
 Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

*File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing /jc
1.18.17*

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 1207

J61302

ACCOUNTS PAYABLE PRELIST
BATCH: 1207 SPECIAL BATCH 1207
FUND : 35 SCHOOL FACILITIES FUND

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<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef						
Reg Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount		

302304/00	NEW EMPIRE AGGREGATE INC														
PO-004039	12/12/2022	422754	EES MODERNIZATION	1	35-7810-0-6400-0000-8100-010-00000	NN	P					19,045.13	19,045.13		
PO-004039	12/12/2022	422754	FJE MODERNIZATION	3	35-7810-0-6400-0000-8100-020-00000	NN	P					24,599.61	24,599.61		
TOTAL PAYMENT AMOUNT												43,644.74	*	43,644.74	
TOTAL FUND PAYMENT												43,644.74	**	43,644.74	
TOTAL BATCH PAYMENT												43,644.74	***	0.00	43,644.74
TOTAL DISTRICT PAYMENT												43,644.74	****	0.00	43,644.74
TOTAL FOR ALL DISTRICTS:												43,644.74	****	0.00	43,644.74
Number of checks to be printed:												1,	not counting voids due to stub overflows.	43,644.74	

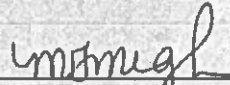
**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	134,391.68	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects	31,758.64	
71	Retiree Benefit Fund		
35	County School Facility	2,500.00	
	Batch Total	168,650.32	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator:  Date: 12/19/22

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

040 SCOTT VALLEY UNIFIED
 BATCH 1208

J62357

ACCOUNTS PAYABLE PRELIST
 BATCH: 1208 BATCH 1208
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/19/22 16:18 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq	Amt	Net	Amount	

300611/00	AMERICAN SCHOOL COUNSELOR ASSO									
	PO-002061	12/19/2022	R HANNA SVJH	1	01-3213-0-5300-1110-1000-002-00000	NN	F	224.00	224.00	
	TOTAL PAYMENT AMOUNT								224.00 *	224.00
301253/00	ARAMARK UNIFORM SERVICE									
	PO-004502	11/30/2022	5066165471 SVJH	1	01-0000-0-5500-0000-8100-002-00000	NN	P	82.87	82.87	
	PO-004502	11/30/2022	5066165509 EES	2	01-0000-0-5500-0000-8100-010-00000	NN	P	74.15	74.15	
	PO-004502	11/30/2022	5066165477 FJE	3	01-0000-0-5500-0000-8100-020-00000	NN	P	106.58	106.58	
	PO-004502	12/14/2022	5066176211 SVJH	1	01-0000-0-5500-0000-8100-002-00000	NN	P	79.75	79.75	
	PO-004502	12/14/2022	5066176233 EES	2	01-0000-0-5500-0000-8100-010-00000	NN	P	95.40	95.40	
	PO-004502	12/14/2022	5066176216 FJE	3	01-0000-0-5500-0000-8100-020-00000	NN	P	116.56	116.56	
	PO-006019	12/07/2022	5066170703 TRANSP	1	01-0000-0-5500-0000-8100-006-00000	NN	P	65.44	65.44	
	TOTAL PAYMENT AMOUNT								620.75 *	620.75
301718/00	BAY ALARM									
	PO-004007	11/15/2022	20138963 EHS	1	01-0000-0-5500-0000-8100-001-00000	NN	P	871.59	871.59	
	PO-004007	11/10/2022	20072333 EHS	1	01-0000-0-5500-0000-8100-001-00000	NN	P	350.00	350.00	
	PO-004007	10/31/2022	731666221031I EES	8	01-0000-0-5500-0000-8100-010-00000	NN	P	1,769.75	1,769.75	
	PO-004007	10/15/2022	731666221015M EES	8	01-0000-0-5500-0000-8100-010-00000	NN	F	263.34	263.34	
	PO-004007	10/31/2022	731766221031I FJE	9	01-0000-0-5500-0000-8100-020-00000	NN	F	2,013.28	2,013.28	
	PO-004007	11/15/2022	731866221115I SRHS	2	01-0000-0-5500-0000-8100-003-00000	NN	F	536.04	670.91	
	PO-004007	11/15/2022	731566221115I QVS	3	01-0000-0-5500-0000-8100-004-00000	NN	F	426.00	434.53	
	TOTAL PAYMENT AMOUNT								6,373.40 *	6,373.40
040880/00	CROSS PETROLEUM									
	PO-006022	11/28/2022	0104897	1	01-0000-0-4341-0000-3600-006-00000	NN	P	693.72	693.72	
	PO-006022	12/05/2022	0104963	2	01-0000-0-4342-0000-3600-006-00000	NN	P	559.81	559.81	
	PO-006022	12/05/2022	0104962	2	01-0000-0-4342-0000-3600-006-00000	NN	P	1,597.10	1,597.10	
	TOTAL PAYMENT AMOUNT								2,850.63 *	2,850.63
300730/00	LOZANO SMITH LLP									
	PO-004006	12/19/2022	1687 DO	1	01-0000-0-5801-0000-7100-004-00000	NY	P	875.00	875.00	
	PO-004006	12/13/2022	1687 DO	1	01-0000-0-5801-0000-7100-004-00000	NY	P	5,814.50	5,814.50	
	TOTAL PAYMENT AMOUNT								6,689.50 *	6,689.50

040 SCOTT VALLEY UNIFIED
 BATCH 1208

J62357

ACCOUNTS PAYABLE PRELIST
 BATCH: 1208 BATCH 1208
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/19/22 16:18 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef			
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount	

302275/00	MARBLE GROUNDS											
	PO-001027	11/29/2022	000004	EHS	2	01-0000-0-4300-0000-2700-001-00000	NN	F		64.90	64.90	
	TOTAL PAYMENT AMOUNT										64.90 *	64.90
200587/00	NORTHEASTERN JPA											
	PV-230075	12/12/2022	JPA20233	WORKERS COMP INSURANC	01	0000-0-9330-0000-0000-000-00000	NN				50,200.50	
	TOTAL PAYMENT AMOUNT										50,200.50 *	50,200.50
123000/00	PACIFIC POWER											
	PO-004000	12/19/2022	EHS		1	01-0000-0-5520-0000-8100-001-00000	NN	P		554.53	554.53	
	TOTAL PAYMENT AMOUNT										554.53 *	554.53
301414/00	PROJECT A INC											
	PO-005067	12/09/2022	22-1652		2	01-0000-0-5800-0000-7200-004-00000	NN	F		1,600.00	1,600.00	
	TOTAL PAYMENT AMOUNT										1,600.00 *	1,600.00
300745/00	SCOTT BENNETT											
	PO-001097	12/19/2022	EHS BASKETBALL REIMB		1	01-9624-0-4300-1500-1000-001-00000	NN	F		1,400.00	1,400.12	
	TOTAL PAYMENT AMOUNT										1,400.12 *	1,400.12
149460/00	SISKIYOU COUNTY OFFICE OF EDU											
	PO-004005	12/05/2022	230357	CO-OP SERVICES	5	01-3010-0-5800-0000-7200-004-00000	NN	P		5,250.00	5,250.00	
	PO-004005	06/30/2022	220910	FINGERPRINTING	1	01-0000-0-5800-0000-7200-004-00000	NN	P		128.00	128.00	
	TOTAL PAYMENT AMOUNT										5,378.00 *	5,378.00
150080/00	SISKIYOU TELEPHONE CO											
	PV-230074	12/13/2022	PHONE SERVICES		01	0000-0-5900-0000-7200-004-00000	NN				988.06	
	TOTAL PAYMENT AMOUNT										988.06 *	988.06

040 SCOTT VALLEY UNIFIED
BATCH 1208

J62357

ACCOUNTS PAYABLE PRELIST
BATCH: 1208 BATCH 1208
FUND : 01 GENERAL FUND

APY500 L.00.20 12/19/22 16:18 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	

159310/00	SUBURBAN PROPANE							
PO-004003	11/10/2022	241550 241551 241552	1	01-0000-0-5515-0000-8100-001-00000	NN P	2,133.84	2,133.84	
PO-004003	11/15/2022	241598 SVJH	2	01-0000-0-5515-0000-8100-002-00000	NN P	1,987.07	1,987.07	
PO-004003	11/22/2022	241684 SVJH	2	01-0000-0-5515-0000-8100-002-00000	NN P	2,437.95	2,437.95	
PO-004003	11/21/2022	241673 EES	3	01-0000-0-5515-0000-8100-010-00000	NN P	2,096.62	2,096.62	
PO-004003	11/29/2022	203480 EES	3	01-0000-0-5515-0000-8100-010-00000	NN P	1,581.26	1,581.26	
PO-004003	11/29/2022	203482 TRANSP	4	01-0000-0-5515-0000-8100-006-00000	NN P	1,181.37	1,181.37	
TOTAL PAYMENT AMOUNT				11,418.11	*		11,418.11	
302041/00	TRAFERA LLC							
PO-005077	11/30/2022	I000580954	1	01-6762-0-4400-0000-2460-004-00000	NN P	25,003.74	25,003.74	
PO-005079	11/30/2022	i000580953	1	01-6762-0-4400-0000-2460-004-00000	NN P	10,910.03	10,910.03	
TOTAL PAYMENT AMOUNT				35,913.77	*		35,913.77	
302325/00	VOLER STRATEGIC ADVISORS INC							
PO-004054	12/01/2022	1712 MARKETING SERVICES	1	01-0000-0-5800-0000-7200-004-00000	NN F	7,000.00	7,000.00	
TOTAL PAYMENT AMOUNT				7,000.00	*		7,000.00	
182731/00	XEROX FINANCIAL SERVICES							
PO-004074	12/10/2022	3673568 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	273.55	273.55	
PO-004074	12/10/2022	3673563 DO	1	01-0000-0-5600-0000-7200-004-00000	NN P	202.90	202.90	
PO-004075	12/10/2022	3673562 EHS	1	01-0000-0-5600-1500-1000-001-00000	NN P	288.97	288.97	
PO-004075	12/10/2022	3673562 EHS	2	01-0000-0-5600-0000-2700-001-00000	NN P	123.85	123.85	
PO-004076	12/10/2022	3673559 EHS	1	01-0000-0-5600-1500-2420-001-00000	NN P	185.68	185.68	
PO-004076	12/10/2022	3673559 EHS	2	01-0000-0-5600-0000-2700-001-00000	NN P	79.58	79.58	
PO-004077	12/10/2022	3673567 SVJH	1	01-0000-0-5600-1280-1000-002-00000	NN P	180.97	180.97	
PO-004077	12/10/2022	3673567 SVJH	2	01-0000-0-5600-0000-2700-002-00000	NN P	77.56	77.56	
PO-004077	12/10/2022	3673560 SVJH	1	01-0000-0-5600-1280-1000-002-00000	NN P	235.24	235.24	
PO-004077	12/10/2022	3673560 SVJH	2	01-0000-0-5600-0000-2700-002-00000	NN P	100.82	100.82	
PO-004080	12/10/2022	3673561 EES	1	01-0000-0-5600-1150-1000-010-00000	NN P	198.53	198.53	
PO-004080	12/10/2022	3673561 EES	2	01-0000-0-5600-0000-2700-010-00000	NN P	85.09	85.09	
PO-004080	12/10/2022	3673566 EES	1	01-0000-0-5600-1150-1000-010-00000	NN P	323.16	323.16	
PO-004080	12/10/2022	3673566 EES	2	01-0000-0-5600-0000-2700-010-00000	NN P	138.49	138.49	
PO-004081	12/10/2022	3673558 FJE	1	01-0000-0-5600-1150-1000-020-00000	NN P	238.06	238.06	
PO-004081	12/10/2022	3673558 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN P	102.03	102.03	
PO-004081	12/10/2022	3673565 FJE	1	01-0000-0-5600-1150-1000-020-00000	NN P	196.65	196.65	
PO-004081	12/10/2022	3673565 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN P	84.28	84.28	
TOTAL PAYMENT AMOUNT				3,115.41	*		3,115.41	
TOTAL FUND				PAYMENT	134,391.68	**	134,391.68	

040 SCOTT VALLEY UNIFIED
BATCH 1208

J62357

ACCOUNTS PAYABLE PRELIST
BATCH: 1208 BATCH 1208
FUND : 35 SCHOOL FACILITIES FUND

APY500 L.00.20 12/19/22 16:18 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount				

302005/00	AULABAUGH INSPECTION SERVICES								
PO-004025	11/30/2022	127	EES	1	35-7810-0-5800-0000-8100-010-00000	NN	F	1,100.00	1,100.00
PO-004025	11/30/2022	126	FJE	2	35-7810-0-5800-0000-8100-020-00000	NN	F	1,400.00	1,400.00
				TOTAL PAYMENT AMOUNT	2,500.00	*			2,500.00
TOTAL FUND				PAYMENT	2,500.00	**			2,500.00

040 SCOTT VALLEY UNIFIED
 BATCH 1208

J62357

ACCOUNTS PAYABLE PRELIST
 BATCH: 1208 BATCH 1208
 FUND : 40 SPECIAL RESERVE - CAP OUTLAY

APY500 L.00.20 12/19/22 16:18 PAGE 5
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net	Amount	

301096/00	CAPITAL ONE PUBLIC FUNDING								
PO-004046	12/19/2022	100361490	1	40-0000-0-7438-0000-9100-004-00000	NN P	9,017.47	9,017.47		
PO-004046	12/19/2022	100361490	2	40-0000-0-7439-0000-9100-004-00000	NN P	8,903.53	8,903.53		
TOTAL PAYMENT AMOUNT						17,921.00	*	17,921.00	
025340/00	STATE OF CALIFORNIA								
PO-004029	12/19/2022	001-12-ECF	1	40-0000-0-7438-0000-9100-004-00000	NN P	935.79	935.79		
PO-004029	12/19/2022	001-12-ECF	2	40-0000-0-7439-0000-9100-004-00000	NN P	12,901.85	12,901.85		
TOTAL PAYMENT AMOUNT						13,837.64	*	13,837.64	
TOTAL FUND PAYMENT						31,758.64	**	31,758.64	
TOTAL BATCH PAYMENT						168,650.32	***	0.00	168,650.32
TOTAL DISTRICT PAYMENT						168,650.32	****	0.00	168,650.32
TOTAL FOR ALL DISTRICTS:						168,650.32	****	0.00	168,650.32
Number of checks to be printed:						19, not counting voids due to stub overflows.		168,650.32	

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	42,218.13	
11	Adult Education Fund	129.22	
12	Child Development Fund		
13	Cafeteria Fund	738.98	
14	Deferred Maintenance Fund	8,052.25	
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility	2,312.50	
	Batch Total	53,451.08	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: ummmgl Date: 12/20/22

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

*File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing /jc
1.18.17*

040 SCOTT VALLEY UNIFIED
 BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
 BATCH: 1209 BATCH 1209
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount		

300185/00	ACP DIRECT								
	PO-020045	12/09/2022	0243036	FJE	1 01-0000-0-4300-1150-1000-020-00000 NN F	357.18	357.18		
	TOTAL PAYMENT AMOUNT				357.18 *		357.18		
011240/00	B S N SPORTS LLC								
	PO-001087	11/29/2022	919511647	EHS	1 01-0000-0-4300-1700-4200-001-00000 N F	1,500.00	1,500.00		
	PO-001087	11/29/2022	919511647	EHS	2 01-9624-0-4300-1500-1000-001-00000 N F	1,000.00	1,000.00		
	TOTAL PAYMENT AMOUNT				2,500.00 *		2,500.00		
300026/00	BAXTER AUTO PARTS								
	PO-006001	12/02/2022	43070	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	419.63	419.63		
	PO-006001	12/07/2022	43409	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	110.39	110.39		
	PO-006001	11/22/2022	42462	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	61.73	61.73		
	PO-006001	12/08/2022	43532	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN M	0.00	-23.71		
	PO-006001	12/07/2022	43410	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	41.13	41.13		
	PO-006001	11/28/2022	42709	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	211.84	211.84		
	PO-006001	11/04/2022	41055	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	202.49	202.49		
	PO-006017	12/01/2022	43016	TRANSP	1 01-0000-0-4400-0000-3600-006-00000 NN F	1,400.74	1,400.74		
	TOTAL PAYMENT AMOUNT				2,424.24 *		2,424.24		
016640/00	BLICK ART MATERIALS								
	PO-001089	11/16/2022	9567385	EHS	1 01-0000-0-4300-1605-1000-001-00000 NN F	75.43	72.28		
	TOTAL PAYMENT AMOUNT				72.28 *		72.28		
301620/00	BUSWEST								
	PO-006020	12/07/2022	XA400066684:01	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	129.09	129.09		
	PO-006020	11/29/2022	XA410038081:01	TRANSP	1 01-0000-0-4300-0000-3600-006-00000 NN P	427.21	427.21		
	PO-006021	12/07/2022	XA400066676:01	TRANSP	1 01-0000-0-4400-0000-3600-006-00000 NN P	6,129.73	6,129.73		
	TOTAL PAYMENT AMOUNT				6,686.03 *		6,686.03		
302040/00	CAL FIRE								
	PV-230079	12/12/2022	0000001486378	DEADWOOD CREWS	01-0000-0-5800-0000-8100-001-00000 NN		453.88		
	TOTAL PAYMENT AMOUNT				453.88 *		453.88		

040 SCOTT VALLEY UNIFIED
 BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
 BATCH: 1209 BATCH 1209
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	T9MPS	Liq Amt	Net Amount

024233/00	CALIFORNIA ASSOCIATION FFA							
PO-001093	11/10/2022	109217 ETNA FFA	1	01-6387-0-4300-3802-1000-001-00000	NN F		990.00	990.00
PO-001094	11/03/2022	108993 ETNA FFA	1	01-6387-0-5800-3802-1000-001-00000	NN F		920.00	920.00
PO-001105	12/20/2022	109657 ETNA FFA	1	01-6387-0-5800-3802-1000-001-00000	NN F		2,360.00	2,360.00
TOTAL PAYMENT AMOUNT								4,270.00 *
300044/00	CASANDRA MERRIHEW							
PO-020007	12/20/2022	FJE	3	01-0000-0-4300-1150-1000-020-02003	NN F		81.61	81.61
TOTAL PAYMENT AMOUNT								81.61 *
200853/00	COLLEGE BOARD							
PO-001101	12/09/2022	ES00176652 ETNA HIGH	1	01-6388-0-4300-1500-1000-001-00000	YN F		168.00	168.00
TOTAL PAYMENT AMOUNT								168.00 *
TOTAL USE TAX AMOUNT								12.18
040880/00	CROSS PETROLEUM							
PO-006022	12/12/2022	0103300	2	01-0000-0-4342-0000-3600-006-00000	NN P		1,699.11	1,699.11
TOTAL PAYMENT AMOUNT								1,699.11 *
301364/00	DANIELLE YOKEL							
PO-002058	12/20/2022	SVJH	1	01-0000-0-4300-1647-1000-002-00208	NN F		11.90	11.90
TOTAL PAYMENT AMOUNT								11.90 *
300519/00	DIANNE C HASEMEYER							
TC-230007	12/20/2022	DEC PER DIEM		01-0000-0-5200-0000-3600-006-00000	NNM			38.00
TOTAL PAYMENT AMOUNT								38.00 *
061060/00	FORT JONES ACE HARDWARE							
PO-004508	12/02/2022	3033 EHS	1	01-0000-0-4300-0000-8100-001-00000	NN P		178.01	178.01
PO-004508	12/02/2022	3027 EHS	1	01-0000-0-4300-0000-8100-001-00000	NN P		83.64	83.64
PO-004508	12/14/2022	3166 SVJH	6	01-0000-0-4300-0000-8100-002-00000	NN P		38.59	38.59
PO-004508	12/08/2022	3093 SVJH	6	01-0000-0-4300-0000-8100-002-00000	NN P		14.77	14.77
PO-004508	12/08/2022	3097 SVJH	6	01-0000-0-4300-0000-8100-002-00000	NN P		2.56	2.56
PO-004508	12/02/2022	3036 SVJH	6	01-0000-0-4300-0000-8100-002-00000	NN P		1.27	1.27

040 SCOTT VALLEY UNIFIED
 BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
 BATCH: 1209 BATCH 1209
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			
061060 (CONTINUED)								
PO-004508	12/06/2022	3069 SVJH	6 01-0000-0-4300-0000-8100-002-00000	NN P	8.57	8.57		
PO-004508	12/06/2022	3072 SVJH	6 01-0000-0-4300-0000-8100-002-00000	NN P	20.95	20.95		
PO-004508	11/30/2022	2991 SVJH	6 01-0000-0-4300-0000-8100-002-00000	NN P	17.15	17.15		
PO-004508	11/14/2022	2857 FJE	7 01-0000-0-4300-0000-8100-020-00000	NN P	21.44	21.44		
PO-004508	12/02/2022	3028 FJE	7 01-0000-0-4300-0000-8100-020-00000	NN P	83.64	83.64		
PO-004508	12/01/2022	3014 FJE	7 01-0000-0-4300-0000-8100-020-00000	NN P	74.16	74.16		
PO-004508	12/07/2022	3085 FJE	7 01-0000-0-4300-0000-8100-020-00000	NN P	80.42	80.42		
PO-004508	12/19/2022	3221 FJE	7 01-0000-0-4300-0000-8100-020-00000	NN P	14.89	81.48		
TOTAL PAYMENT AMOUNT					706.65 *	706.65		
061100/00 FORT JONES LUMBER YARD								
PO-002041	12/05/2022	267177 SVJH	1 01-0000-0-4300-1655-1000-002-00207	NN P	251.17	251.17		
PO-004505	11/10/2022	265506 EHS	1 01-0000-0-4300-0000-8100-001-00000	NN P	62.30	62.30		
PO-004505	12/07/2022	267400 SVJH	5 01-0000-0-4300-0000-8100-002-00000	NN P	28.32	28.32		
PO-004505	12/14/2022	267939 SVJH	5 01-0000-0-4300-0000-8100-002-00000	NN P	14.40	14.40		
PO-004505	12/14/2022	267946 SVJH	5 01-0000-0-4300-0000-8100-002-00000	NN P	1.13	1.13		
PO-004505	11/21/2022	266252 SVJH	5 01-0000-0-4300-0000-8100-002-00000	NN P	5.72	5.72		
PO-004505	11/07/2022	265211 SVJH	5 01-0000-0-4300-0000-8100-002-00000	NN P	56.16	56.16		
PO-004505	11/23/2022	266480 FJE	6 01-0000-0-4300-0000-8100-020-00000	NN P	42.57	42.57		
TOTAL PAYMENT AMOUNT					461.77 *	461.77		
200080/00 KIM E STACHER								
TC 230008	12/20/2022	DEC PER DIEM	01-0000-0-5200-0000-3600-006-00000	NNM		38.00		
TOTAL PAYMENT AMOUNT					38.00 *	38.00		
301859/00 KRM SERVICES								
PO 004055	11/29/2022	4061 TRANSP	1 01-0000-0-5800-0000-3600-006-00000	NY P	85.00	85.00		
TOTAL PAYMENT AMOUNT					85.00 *	85.00		
300984/00 LES SCHWAB TIRES								
PO-006018	11/30/2022	67600581653 TRANSP	1 01-0000-0-4343-0000-3600-006-00000	NN P	1,722.83	1,722.83		
PO-006018	11/17/2022	67600579560 TRANSP	1 01-0000-0-4343-0000-3600-006-00000	NN P	941.57	941.57		
TOTAL PAYMENT AMOUNT					2,664.40 *	2,664.40		

040 SCOTT VALLEY UNIFIED
 BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
 BATCH: 1209 BATCH 1209
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 4
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

300296/00	LINDSAY SMITH										
PO-020010	12/20/2022	FJE	2	01-0000-0-4300-1150-1000-020-02006	YN	F				100.27	100.27
TOTAL PAYMENT AMOUNT										100.27 *	100.27
TOTAL USE TAX AMOUNT											7.27
100032/00	MARBLE MOUNTAIN MACHINERY										
PO-006025	11/14/2022	457 SVJH	2	01-0000-0-4300-0000-8100-002-00000	NN	F				555.79	555.79
TOTAL PAYMENT AMOUNT										555.79 *	555.79
111076/00	MT SHASTA SPRING WATER										
PO-001014	12/06/2022	395989 EHS	3	01-0000-0-4300-0000-2700-001-00000	NN	P				82.02	82.02
PO-001014	12/06/2022	395989 TRANSP	2	01-0000-0-5600-0000-2700-001-00000	NN	P				10.73	10.73
PO-002032	12/06/2022	395978 SVJH	1	01-9624-0-4300-0000-2700-002-00000	NN	P				34.20	34.20
PO-002032	12/06/2022	395978 SVJH	2	01-9624-0-5600-0000-2700-002-00000	NN	P				13.41	13.41
PO-020015	12/06/2022	395968 FJE	1	01-0000-0-4300-0000-2700-020-00000	NN	P				39.07	39.07
PO-020015	12/06/2022	395968 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN	P				30.03	30.03
TOTAL PAYMENT AMOUNT										209.46 *	209.46
119783/00	ODP BUSINESS SOLUTIONS INC										
PO-001021	11/08/2022	274080125001 EHS	1	01-0000-0-4300-0000-2700-001-00000	NN	P				10.47	10.47
PO-004011	11/09/2022	277289217001 DO	1	01-0000-0-4300-0000-7200-004-00000	NN	P				16.66	16.66
PO-006002	11/08/2022	275968384001 TRANSP	1	01-0000-0-4300-0000-3600-006-00000	NN	P				129.65	129.65
PO-020037	11/15/2022	278192493001 FJE	1	01-0000-0-4300-1150-1000-020-00000	NN	P				178.24	178.24
PO-020037	11/15/2022	278198673001 FJE	1	01-0000-0-4300-1150-1000-020-00000	NN	F				230.58	230.58
TOTAL PAYMENT AMOUNT										565.60 *	565.60
133280/00	REALLY GOOD STUFF LLC										
PO-001195	11/28/2022	8127704 EHS	1	01-3213-0-4300-1150-3110-001-00000	NN	F				8.05	16.07
TOTAL PAYMENT AMOUNT										16.07 *	16.07
200809/00	SCOTT FORRESTER										
PO-001092	12/20/2022	EHS	2	01-0000-0-5200-1700-4200-001-00000	NN	F				301.47	301.47
TOTAL PAYMENT AMOUNT										301.47 *	301.47

040 SCOTT VALLEY UNIFIED
BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
BATCH: 1209 BATCH 1209
FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 5
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			

301004/00	SCOTT RIVER HIGH SCHOOL							
RC-121322	12/20/2022	SRHS REV REIMB	01-0000-0-4300-3200-1000-003-00000	N	283.27			
TOTAL PAYMENT AMOUNT				283.27 *	283.27			
143300/00	SCOTT VALLEY AUTO PARTS							
PO-006012	11/18/2022	363059 TRANSP	6 01-0000-0-4300-0000-3600-006-00000	NN P	18.43	18.43		
PO-006012	11/30/2022	363449 TRANSP	6 01-0000-0-4300-0000-3600-006-00000	NN P	96.33	96.33		
PO-006012	11/28/2022	363367 TRANSP	6 01-0000-0-4300-0000-3600-006-00000	NN P	84.96	84.96		
PO-006012	11/18/2022	363060 FJE	5 01-0000-0-4300-0000-8100-020-00000	NN P	4.26	4.26		
TOTAL PAYMENT AMOUNT				203.98 *	203.98			
143485/00	SCOTT VALLEY JR HIGH REV							
RC-121422	12/20/2022	SVJH REV REIMB	01-3213-0-4300-1110-1000-002-00000		30.34			
RC-121422	12/20/2022	SVJH REV REIMB	01-0000-0-5200-1300-4200-002-00000		163.37			
TOTAL PAYMENT AMOUNT				193.71 *	193.71			
300006/00	SCOTT VALLEY UNIFIED REV							
RC-120222	12/20/2022	SVUSD REV REIMB	01-0000-0-4300-0000-2700-020-00000		643.49			
TOTAL PAYMENT AMOUNT				643.49 *	643.49			
301632/00	SEQUOIA FLORAL INTERNATIONAL							
PO-001071	10/13/2022	68227A EHS	1 01-6387-0-4300-3802-1000-001-00000	NN P	202.03	202.03		
PO-001071	10/05/2022	67379 EHS	1 01-6387-0-4300-3802-1000-001-00000	NN M	0.00	-123.17		
PO-001071	11/30/2022	73315 EHS	1 01-6387-0-4300-3802-1000-001-00000	NN P	234.29	234.29		
PO-001071	11/22/2022	72544 EHS	2 01-6387-0-4300-3802-1000-001-00000	NN P	971.33	971.33		
TOTAL PAYMENT AMOUNT				1,284.48 *	1,284.48			
302274/00	SHOW SMART							
PO-005080	12/16/2022	1221 EHS	1 01-6387-0-5800-3802-1000-001-00000	NN F	3,250.00	3,250.00		
TOTAL PAYMENT AMOUNT				3,250.00 *	3,250.00			

040 SCOTT VALLEY UNIFIED
 BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
 BATCH: 1209 BATCH 1209
 FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 6
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
200527/00	SISKIYOU COUNTY	CLERK						
	PV-230078	12/02/2022	2022.112022.44	NOV 8	ELECTION	01-0000-0-5800-0000-7200-004-00000	NN	3,035.77
					TOTAL PAYMENT AMOUNT	3,035.77 *		3,035.77
301869/00	SMARTTRASH							
	PO-004515	12/01/2022	010619	EHS		1 01-0000-0-5800-0000-8100-001-00000	NN P	80.00
					TOTAL PAYMENT AMOUNT	80.00 *		80.00
155320/00	SPORTSMEN'S DEN							
	PO-004061	12/08/2022	220000096100			1 01-0000-0-4300-0000-7200-004-00000	NN F	1,900.29
					TOTAL PAYMENT AMOUNT	1,900.29 *		1,900.29
159310/00	SUBURBAN PROPANE							
	PO-004003	11/30/2022	203497	SVJH		2 01-0000-0-5515-0000-8100-002-00000	NN P	2,610.51
					TOTAL PAYMENT AMOUNT	2,610.51 *		2,610.51
301740/00	SW MAINTENANCE CORP							
	PO-004040	09/21/2022	275177	FJE UST		1 01-0000-0-5800-0000-8100-020-00000	NN P	561.00
					TOTAL PAYMENT AMOUNT	561.00 *		561.00
168285/00	TULELAKE JR/SR HIGH SCHOOL							
	PO-001104	12/20/2022	ETNA	FFA		1 01-6387-0-5800-3802-1000-001-00000	NN F	210.00
					TOTAL PAYMENT AMOUNT	210.00 *		210.00
301677/00	WALTER E NELSON CO							
	PO-004506	11/22/2022	150785	EHS		1 01-0000-0-4300-0000-8100-001-00000	NN P	351.05
	PO-004506	11/22/2022	150855	EHS		1 01-0000-0-4300-0000-8100-001-00000	NN P	59.71
	PO-004506	12/06/2022	151179	EHS		1 01-0000-0-4300-0000-8100-001-00000	NN P	584.63
	PO-004506	12/06/2022	151187	EHS		1 01-0000-0-4300-0000-8100-001-00000	NN P	94.70
	PO-004506	11/22/2022	150773	SVJH		2 01-0000-0-4300-0000-8100-002-00000	NN P	149.60
	PO-004506	11/23/2022	150864	SVJH		2 01-0000-0-4300-0000-8100-002-00000	NN P	189.83
	PO-004506	12/06/2022	151177	SVJH		2 01-0000-0-4300-0000-8100-002-00000	NN P	523.34
	PO-004506	11/22/2022	150853	EES		3 01-0000-0-4300-0000-8100-010-00000	NN P	28.83
	PO-004506	11/22/2022	150857	EES		3 01-0000-0-4300-0000-8100-010-00000	NN P	50.16

040 SCOTT VALLEY UNIFIED
BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
BATCH: 1209 BATCH 1209
FUND : 01 GENERAL FUND

APY500 L.00.20 12/20/22 14:51 PAGE 7
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount		

301677	(CONTINUED)							
PO-004506	12/06/2022	151200 EES	3 01-0000-0-4300-0000-8100-010-00000	NN P	130.91	130.91		
PO-004506	12/06/2022	151180 FJE	4 01-0000-0-4300-0000-8100-020-00000	NN P	569.21	569.21		
PO-004506	11/22/2022	150852 FJE	4 01-0000-0-4300-0000-8100-020-00000	NN P	149.16	149.16		
TOTAL PAYMENT AMOUNT					2,881.13 *			2,881.13
300736/00	WEST VALLEY FFA							
PO-001095	12/20/2022	ETNA FFA	1 01-6387-0-5800-3802-1000-001-00000	NN F	120.00	120.00		
TOTAL PAYMENT AMOUNT					120.00 *			120.00
182731/00	XEROX FINANCIAL SERVICES							
PO-004079	12/10/2022	3673564 SRHS	1 01-0000-0-5600-3200-1000-003-00000	NN P	90.45	90.45		
PO-004079	12/10/2022	3673564 SRHS	2 01-0000-0-5600-0000-2700-003-00000	NN P	38.76	38.76		
TOTAL PAYMENT AMOUNT					129.21 *			129.21
301735/00	YREKA MOTORS							
PO-006030	11/14/2022	24924 TRANSP	1 01-0000-0-4300-0000-3600-006-00000	NN P	306.30	306.30		
PO-006030	11/17/2022	24963 TRANSP	1 01-0000-0-4300-0000-3600-006-00000	NN P	29.04	29.04		
PO-006030	12/07/2022	25093 TRANSP	1 01-0000-0-4300-0000-3600-006-00000	NN P	29.24	29.24		
TOTAL PAYMENT AMOUNT					364.58 *			364.58
TOTAL FUND PAYMENT					42,218.13 **			42,218.13
TOTAL USE TAX AMOUNT								19.45

040 SCOTT VALLEY UNIFIED
BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
BATCH: 1209 BATCH 1209
FUND : 11 ADULT EDUCATION

APY500 L.00.20 12/20/22 14:51 PAGE 8
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			

182731/00	XEROX FINANCIAL SERVICES							
PO-004079	12/10/2022	3673564 ADULT ED	3	11-6391-0-5600-4110-1000-008-00000	NN P	90.45		90.45
PO-004079	12/10/2022	3673564 ADULT ED	4	11-6391-0-5600-4110-2700-008-00000	NN P	38.77		38.77
TOTAL PAYMENT AMOUNT						129.22 *		129.22
TOTAL FUND PAYMENT						129.22 **		129.22

040 SCOTT VALLEY UNIFIED
BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
BATCH: 1209 BATCH 1209
FUND : 13 CAFETERIA

APY500 L.00.20 12/20/22 14:51 PAGE 9
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	

111076/00	MT SHASTA SPRING WATER							
PO-002503	12/06/2022	395979 SVJH SAFE	1	13-5310-0-4300-0000-3700-020-00000	NN P	30.57	30.57	
PO-002503	12/06/2022	395979 SVJH SAFE	2	13-5310-0-5600-0000-3700-020-00000	NN P	13.41	13.41	
TOTAL PAYMENT AMOUNT					43.98 *		43.98	
301282/00	SISKIYOU COUNTY COMMUNITY							
PO-008006	12/20/2022	000228 ETNA HIGH CAFE	1	13-5310-0-5800-0000-3700-001-00000	NN F	200.00	200.00	
PO-008006	12/20/2022	000226 ETNA ELEM CAFE	2	13-5310-0-5800-0000-3700-010-00000	NN F	200.00	200.00	
PO-008006	12/20/2022	000241 FORT JONES CAFE	3	13-5310-0-5800-0000-3700-020-00000	NN P	200.00	200.00	
PO-008006	12/20/2022	000407 SV JUNIOR CAFE	3	13-5310-0-5800-0000-3700-020-00000	NN F	95.00	95.00	
TOTAL PAYMENT AMOUNT					695.00 *		695.00	
TOTAL FUND PAYMENT					738.98 **		738.98	

040 SCOTT VALLEY UNIFIED
BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
BATCH: 1209 BATCH 1209
FUND : 14 DEFERRED MAINTENANCE

APY500 L.00.20 12/20/22 14:51 PAGE 10
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
200106/00	HUE & CRY SECURITY SYSTEMS							
PV-230076	12/12/2022	822743 FJE			14-0000-0-5600-0000-8100-020-00000 NN		8,052.25	
					TOTAL PAYMENT AMOUNT	8,052.25 *	8,052.25	
					TOTAL FUND PAYMENT	8,052.25 **	8,052.25	

040 SCOTT VALLEY UNIFIED
 BATCH 1209

J62588

ACCOUNTS PAYABLE PRELIST
 BATCH: 1209 BATCH 1209
 FUND : 35 SCHOOL FACILITIES FUND

APY500 L.00.20 12/20/22 14:51 PAGE 11
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount	

301732/00	SEMINGSON ARCHITECTS INC													
PV-230077	12/20/2022	183497 183624 183625		35-7810-0-5800-0000-8100-010-00000	NN								808.75	
PV-230077	12/20/2022	183497 183624 183625		35-7810-0-5800-0000-8100-010-00000	NN								1,150.00	
PV-230077	12/20/2022	183497 183624 183625		35-7810-0-5800-0000-8100-020-00000	NN								353.75	
TOTAL PAYMENT AMOUNT											2,312.50	*	2,312.50	
TOTAL FUND PAYMENT											2,312.50	**	2,312.50	
TOTAL BATCH PAYMENT											53,451.08	***	0.00	53,451.08
TOTAL USE TAX AMOUNT														19.45
TOTAL DISTRICT PAYMENT											53,451.08	****	0.00	53,451.08
TOTAL USE TAX AMOUNT														19.45
TOTAL FOR ALL DISTRICTS:											53,451.08	****	0.00	53,451.08
TOTAL USE TAX AMOUNT														19.45

Number of checks to be printed: 44, not counting voids due to stub overflows. 53,451.08

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	73.70	
11	Adult Education Fund		
12	Child Development Fund	40.40	
13	Cafeteria Fund	26,127.15	
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	26,241.25	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: Monaghan Date: 12/21/22

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

*File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing /jc
1.18.17*

040 SCOTT VALLEY UNIFIED
 BATCH 1210 CAFETERIA

J62709

ACCOUNTS PAYABLE PRELIST
 BATCH: 1210 BATCH 1210 CAFETERIA
 FUND : 01 GENERAL FUND

APY500 L.00.21 12/21/22 13:54 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

300063/00	RAY'S FOOD PLACE FORT JONES												
PO-002501	11/30/2022	1778433 SVJH SAFE	1	01-6010-0-4300-7110-1000-002-00000	NN	P						41.85	41.85
PO-002501	12/05/2022	1778428 SVJH	1	01-6010-0-4300-7110-1000-002-00000	NN	P						8.48	8.48
PO-002501	10/20/2022	1778298 SVJH SAFE	1	01-6010-0-4300-7110-1000-002-00000	NN	P						15.09	15.09
PO-002501	12/07/2022	1778434 SVJH	1	01-6010-0-4300-7110-1000-002-00000	NN	P						8.28	8.28
TOTAL PAYMENT AMOUNT											73.70	*	73.70
TOTAL FUND PAYMENT											73.70	**	73.70

040 SCOTT VALLEY UNIFIED
BATCH 1210 CAFETERIA

J62709

ACCOUNTS PAYABLE PRELIST
BATCH: 1210 BATCH 1210 CAFETERIA
FUND : 12 CHILD DEVELOPMENT

APY500 L.00.21 12/21/22 13:54 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount
300063/00	RAY'S FOOD PLACE FORT JONES												
	PO-020043	10/28/2022	1778431	PRESCHOOL	1	12-6105-0-4300-0001-1000-022-00000	NN	F				40.40	40.40
													40.40
													40.40
													40.40

040 SCOTT VALLEY UNIFIED
BATCH 1210 CAFETERIA

J62709

ACCOUNTS PAYABLE PRELIST
BATCH: 1210 BATCH 1210 CAFETERIA
FUND : 13 CAFETERIA

APY500 L.00.21 12/21/22 13:54 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

300147/00 CA DEPT. OF EDUCATION

PV-230080	12/01/2022	23 SF42825	COMMODITY ORDER	13-5310-0-4700-0000-3700-001-00000	NN							97.50	
PV-230080	12/01/2022	23 SF42825	COMMODITY ORDER	13-5310-0-4700-0000-3700-010-00000	NN							118.95	
PV-230080	12/01/2022	23 SF42825	COMMODITY ORDER	13-5310-0-4700-0000-3700-020-00000	NN							333.45	
TOTAL PAYMENT AMOUNT												549.90 *	549.90

200455/00 FRANZ FAMILY BAKERIES

PO-008000	11/28/2022	140380006029	FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000	NN P							68.21	68.21
PO-008000	12/12/2022	140380006171	FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000	NN P							97.92	97.92
PO-008000	12/14/2022	140380006204	FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000	NN P							83.60	83.60
PO-008000	12/05/2022	140380006098	FJE/SVJH	2 13-5310-0-4700-0000-3700-020-00000	NN P							141.74	141.74
TOTAL PAYMENT AMOUNT												391.47 *	391.47

065280/00 GENERAL PRODUCE CO LTD

PO-008001	11/29/2022	04840457	FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P							292.55	292.55
PO-008001	12/06/2022	04843679	FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P							354.25	354.25
PO-008001	12/13/2022	04846859	FJE/SVJH	3 13-5310-0-4700-0000-3700-020-00000	NN P							308.40	308.40
TOTAL PAYMENT AMOUNT												955.20 *	955.20

300071/00 RAY'S FOOD PLACE ETNA

PO-008004	12/12/2022	1763457	EES	3 13-5310-0-4700-0000-3700-010-00000	NN P							6.98	6.98
PO-008004	12/08/2022	1763455	EES	3 13-5310-0-4700-0000-3700-010-00000	NN P							7.56	7.56
PO-008004	12/06/2022	1763453	EES	3 13-5310-0-4700-0000-3700-010-00000	NN P							15.96	15.96
TOTAL PAYMENT AMOUNT												30.50 *	30.50

149643/00 SISKIYOU DISTRIBUTING CO

PO-008002	12/19/2022	424026	EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P							186.70	186.70
PO-008002	12/15/2022	423933	EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P							115.36	115.36
PO-008002	12/12/2022	423778A	EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P							174.77	174.77
PO-008002	12/08/2022	423684	EHS	1 13-5310-0-4700-0000-3700-001-00000	NN P							192.52	192.52
PO-008002	12/01/2022	423422A	EHS	1 13-5310-0-4700-0000-3700-001-00000	NN F							216.79	481.05
PO-008002	11/17/2022	422963	EHS	7 13-5310-0-4700-0000-3700-001-00000	NN P							62.00	62.00
PO-008002	12/15/2022	423894A	EES	5 13-5310-0-4300-0000-3700-010-00000	NN P							5.15	5.15
PO-008002	12/15/2022	423894A	EES	2 13-5310-0-4700-0000-3700-010-00000	NN P							242.95	242.95
PO-008002	12/08/2022	423664	EES	5 13-5310-0-4300-0000-3700-010-00000	NN P							61.55	61.55
PO-008002	12/08/2022	423664	EES	2 13-5310-0-4700-0000-3700-010-00000	NN P							297.16	297.16
PO-008002	12/19/2022	424005	EES	2 13-5310-0-4700-0000-3700-010-00000	NN P							203.98	203.98
PO-008002	12/12/2022	423745A	EES	2 13-5310-0-4700-0000-3700-010-00000	NN P							298.76	298.76

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef					
Req	Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

149643 (CONTINUED)

PO-008002	12/05/2022	423409A	EES	2	13-5310-0-4700-0000-3700-010-00000	NN	P						550.70	550.70	
PO-008002	12/01/2022	423405A	EES	2	13-5310-0-4700-0000-3700-010-00000	NN	P						660.98	660.98	
PO-008002	11/28/2022	423300	EES	2	13-5310-0-4700-0000-3700-010-00000	NN	P						176.90	176.90	
PO-008002	12/01/2022	423414	FJE/SVJH	8	13-5310-0-4300-0000-3700-020-00000	NN	P						45.21	45.21	
PO-008002	12/01/2022	423414	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						240.84	240.84	
PO-008002	11/28/2022	423148	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						217.00	217.00	
PO-008002	11/28/2022	423147	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						611.28	611.28	
PO-008002	12/05/2022	423520A	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						241.69	241.69	
PO-008002	12/01/2022	423415	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						79.50	79.50	
PO-008002	12/08/2022	423680	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						186.96	186.96	
PO-008002	12/05/2022	423521	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						173.46	173.46	
PO-008002	12/08/2022	423741	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						109.38	109.38	
PO-008002	12/12/2022	423781	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						165.50	165.50	
PO-008002	12/12/2022	423780	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						451.49	451.49	
PO-008002	12/15/2022	423932A	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						171.80	171.80	
PO-008002	12/19/2022	423996	FJE/SVJH	3	13-5310-0-4700-0000-3700-020-00000	NN	P						113.50	113.50	
TOTAL PAYMENT AMOUNT													6,518.14	*	6,518.14

201090/00 SYSCO

PO-008009	12/05/2022	431067389	EHS	2	13-5310-0-4300-0000-3700-001-00000	NN	P						569.00	569.00	
PO-008009	12/05/2022	431067389	EHS	1	13-5310-0-4700-0000-3700-001-00000	NN	P						1,937.31	1,937.31	
PO-008009	11/14/2022	431029767	EHS	2	13-5310-0-4300-0000-3700-001-00000	NN	P						496.08	496.08	
PO-008009	11/14/2022	431029767	EHS	1	13-5310-0-4700-0000-3700-001-00000	NN	P						704.14	704.14	
PO-008009	12/12/2022	431080168	EHS	2	13-5310-0-4300-0000-3700-001-00000	NN	P						378.13	378.13	
PO-008009	12/12/2022	431080168	EHS	1	13-5310-0-4700-0000-3700-001-00000	NN	P						1,375.54	1,375.54	
PO-008009	12/19/2022	431091980	EHS	1	13-5310-0-4700-0000-3700-001-00000	NN	P						1,789.12	1,789.12	
PO-008009	12/19/2022	431091979	EES	4	13-5310-0-4300-0000-3700-010-00000	NN	P						114.80	114.80	
PO-008009	12/19/2022	431091979	EES	3	13-5310-0-4700-0000-3700-010-00000	NN	P						793.36	793.36	
PO-008009	12/05/2022	431067388	EES	4	13-5310-0-4300-0000-3700-010-00000	NN	P						227.10	227.10	
PO-008009	12/05/2022	431067388	EES	3	13-5310-0-4700-0000-3700-010-00000	NN	P						1,440.93	1,440.93	
PO-008009	12/12/2022	431080167	EES	3	13-5310-0-4700-0000-3700-010-00000	NN	P						643.19	643.19	
PO-008009	12/15/2022	431085248	EES	3	13-5310-0-4700-0000-3700-010-00000	NN	P						30.95	30.95	
PO-008009	11/28/2022	431052584	FJE/SVJH	6	13-5310-0-4300-0000-3700-020-00000	NN	P						148.20	148.20	
PO-008009	11/28/2022	431052584	FJE/SVJH	5	13-5310-0-4700-0000-3700-020-00000	NN	P						1,083.17	1,083.17	
PO-008009	12/05/2022	431067385	FJE/SVJH	6	13-5310-0-4300-0000-3700-020-00000	NN	P						128.22	128.22	
PO-008009	12/05/2022	431067385	FJE/SVJH	5	13-5310-0-4700-0000-3700-020-00000	NN	P						3,249.03	3,249.03	
PO-008009	12/12/2022	431080164	FJE/SVJH	6	13-5310-0-4300-0000-3700-020-00000	NN	P						634.44	634.44	
PO-008009	12/12/2022	431080164	FJE/SVJH	5	13-5310-0-4700-0000-3700-020-00000	NN	P						827.70	827.70	
PO-008009	12/08/2022	431073481	FJE/SVJH	6	13-5310-0-4300-0000-3700-020-00000	NN	P						89.43	89.43	
PO-008009	12/19/2022	431091977	FJE/SVJH	6	13-5310-0-4300-0000-3700-020-00000	NN	P						59.20	59.20	
PO-008009	12/19/2022	431091977	FJE/SVJH	5	13-5310-0-4700-0000-3700-020-00000	NN	P						962.90	962.90	
TOTAL PAYMENT AMOUNT													17,681.94	*	17,681.94

040 SCOTT VALLEY UNIFIED
 BATCH 1210 CAFETERIA

J62709

ACCOUNTS PAYABLE PRELIST
 BATCH: 1210 BATCH 1210 CAFETERIA
 FUND : 13 CAFETERIA

APY500 L.00.21 12/21/22 13:54 PAGE 5
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num FD RESC Y OBJT GOAL	Account num FUNC SCH LOCAL T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
-----			TOTAL FUND	PAYMENT	26,127.15	**		26,127.15	
			TOTAL BATCH PAYMENT		26,241.25	***	0.00	26,241.25	
			TOTAL DISTRICT PAYMENT		26,241.25	****	0.00	26,241.25	
			TOTAL FOR ALL DISTRICTS:		26,241.25	****	0.00	26,241.25	
Number of checks to be printed:			8, not counting voids due to stub overflows.						26,241.25

Special

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

Batch # 101

*NSB for Kathy

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	93,956.59	
11	Adult Education Fund		
12	Child Development Fund	54.24	
13	Cafeteria Fund	3,992.17	
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	98,003.00	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: *m. mugh* Date: 1/3/23

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

*File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing //jc
1.18.17*

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 101

J63212

ACCOUNTS PAYABLE PRELIST
BATCH: 0101 BATCH 101
FUND : 01 GENERAL FUND

APY500 L.00.21 01/03/23 10:27 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			

200793/00	AFLAC							
	PV-230081	01/03/2023	272013 PREMIUMS	01-0000-0-9514-0000-0000-000-000000	NN			92.78
	PV-230081	01/03/2023	272013 PREMIUMS	01-0000-0-9556-0000-0000-000-000000	NN			923.77
			TOTAL PAYMENT AMOUNT		1,016.55 *			1,016.55
300026/00	BAXTER AUTO PARTS							
	PO-001079	12/22/2022	CLOSE	1 01-6387-0-4300-3802-1000-001-000000	NN C		750.00	0.00
			TOTAL PAYMENT AMOUNT		0.00 *			0.00
030185/00	CALIFORNIA'S VALUED TRUST							
	PV-230083	01/03/2023	1689 PREMIUMS	01-0000-0-9514-0000-0000-000-000000	NN			88,905.04
			TOTAL PAYMENT AMOUNT		88,905.04 *			88,905.04
061100/00	FORT JONES LUMBER YARD							
	PO-001063	12/22/2022	CLOSE	1 01-6387-0-4300-3802-1000-001-000000	NN C		7,551.23	0.00
			TOTAL PAYMENT AMOUNT		0.00 *			0.00
301766/00	HEALTH EQUITY							
	PV-230082	01/03/2023	HEALTH SAVINGS	01-0000-0-9514-0000-0000-000-000000	NN			3,660.00
			TOTAL PAYMENT AMOUNT		3,660.00 *			3,660.00
300572/00	JACOB HARGETT							
	PO-001077	12/22/2022	CLOSE	1 01-6387-0-5200-3802-1000-001-000000	NN C		4,500.00	0.00
			TOTAL PAYMENT AMOUNT		0.00 *			0.00
300476/00	KELLIE N HARGETT							
	PO-001080	12/22/2022	CLOSE	1 01-6387-0-5200-3802-1000-001-000000	NN C		1,250.00	0.00
			TOTAL PAYMENT AMOUNT		0.00 *			0.00

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 101

J63212

ACCOUNTS PAYABLE PRELIST
BATCH: 0101 BATCH 101
FUND : 01 GENERAL FUND

APY500 L.00.21 01/03/23 10:27 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net	Amount

301995/00	NBS RETIREMENT SERVICES							
PV-230084	01/03/2023	TSA			01-0000-0-3902-1150-1000-010-00000 NN			62.50
PV-230084	01/03/2023	TSA			01-3010-0-3902-1150-1000-010-00000 NN			62.50
PV-230084	01/03/2023	TSA			01-6500-0-3902-5760-1120-020-00000 NN			92.20
PV-230084	01/03/2023	TSA			01-0000-0-3902-1150-1000-020-00000 NN			32.80
PV-230084	01/03/2023	TSA			01-0000-0-3902-1150-1000-010-00000 NN			64.87
PV-230084	01/03/2023	TSA			01-0000-0-3902-1150-1000-020-00000 NN			60.13
TOTAL PAYMENT AMOUNT						375.00 *		375.00
117570/00	NORCO INC							
PO-001037	12/22/2022	CLOSE			1 01-6387-0-4300-3802-1000-001-00000 NN C	275.15		0.00
TOTAL PAYMENT AMOUNT						0.00 *		0.00
119783/00	ODP BUSINESS SOLUTIONS INC							
PO-001054	12/22/2022	CLOSE			1 01-6387-0-4300-3802-1000-001-00000 NN C	264.89		0.00
TOTAL PAYMENT AMOUNT						0.00 *		0.00
301632/00	SEQUOIA FLORAL INTERNATIONAL							
PO-001071	12/22/2022	CLOSE			1 01-6387-0-4300-3802-1000-001-00000 NN C	112.24		0.00
PO-001071	12/22/2022	CLOSE			2 01-6387-0-4300-3802-1000-001-00000 NN C	528.67		0.00
TOTAL PAYMENT AMOUNT						0.00 *		0.00
TOTAL FUND PAYMENT						93,956.59 **		93,956.59

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 101

J63212

ACCOUNTS PAYABLE PRELIST
BATCH: 0101 BATCH 101
FUND : 12 CHILD DEVELOPMENT

APY500 L.00.21 01/03/23 10:27 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			

030185/00	CALIFORNIA'S VALUED TRUST							
PV-230083	01/03/2023	1689 PREMIUMS		12-6105-0-9514-0000-0000-0000-0000 NN				54.24
				TOTAL PAYMENT AMOUNT	54.24 *			54.24
				TOTAL FUND	PAYMENT	54.24 **		54.24

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 101

J63212

ACCOUNTS PAYABLE PRELIST
BATCH: 0101 BATCH 101
FUND : 13 CAFETERIA

APY500 L.00.21 01/03/23 10:27 PAGE 4
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount				
030185/00	CALIFORNIA'S VALUED TRUST								
PV-230083	01/03/2023	1689 PREMIUMS		13-5310-0-9514-0000-0000-000-00000	NN			3,992.17	
				TOTAL PAYMENT AMOUNT	3,992.17 *			3,992.17	
				TOTAL FUND PAYMENT	3,992.17 **			3,992.17	
				TOTAL BATCH PAYMENT	98,003.00 ***	0.00		98,003.00	
				TOTAL DISTRICT PAYMENT	98,003.00 ****	0.00		98,003.00	
				TOTAL FOR ALL DISTRICTS:	98,003.00 ****	0.00		98,003.00	
Number of checks to be printed:								6, not counting voids due to stub overflows.	98,003.00
Number of zero dollar checks:								7, will be skipped.	

Special

Batch # 102

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	29,082.55	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	29,082.83	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: W. M. Mugh Date: 1/4/23

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

*File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing /jc
1.18.17*

040 SCOTT VALLEY UNIFIED
SPECIAL BATCH 102

J63303

ACCOUNTS PAYABLE PRELIST
BATCH: 0102 SPECIAL BATCH 0102
FUND : 01 GENERAL FUND

APY500 L.00.21 01/04/23 09:11 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount			

300383/00	DOWNEY HEATING & COOLING INC							
PV-230086	01/04/2023	8545 BUS BARN/CULINARY		01-3212-0-6400-0000-8100-006-00000	NN			5,500.00
PV-230086	01/04/2023	8545 BUS BARN/CULINARY		01-3212-0-6400-0000-8100-001-00000	NN			9,700.00
TOTAL PAYMENT AMOUNT				15,200.00	*			15,200.00
302334/00	HAIGHT BROWN & BONESTEEL LLP							
PV-230085	01/04/2023	AC43-0000248		01-0000-0-5801-0000-7100-004-00000	NN			13,079.55
TOTAL PAYMENT AMOUNT				13,079.55	*			13,079.55
300745/00	SCOTT BENNETT							
PO-001096	01/04/2023	EHS ATHLETICS	1	01-9624-0-4300-1500-1000-001-00000	NN F			446.97
PO-001096	01/04/2023	EHS ATHLETICS	2	01-0000-0-4300-1700-4200-001-00000	NN F			356.31
TOTAL PAYMENT AMOUNT				803.28	*			803.28
TOTAL FUND PAYMENT				29,082.83	**			29,082.83
TOTAL BATCH PAYMENT				29,082.83	***	0.00		29,082.83
TOTAL DISTRICT PAYMENT				29,082.83	****	0.00		29,082.83
TOTAL FOR ALL DISTRICTS:				29,082.83	****	0.00		29,082.83
Number of checks to be printed: 3, not counting voids due to stub overflows.								29,082.83

**SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING**

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	79,389. ²⁹	
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	79,389. ²⁹	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____ Trustee _____
 Trustee _____

District Superintendent/Administrator: *W. M. Mugh* Date: 1/6/23

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

*File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing /jc
1.18.17*

040 SCOTT VALLEY UNIFIED
 BATCH 103

J63711

ACCOUNTS PAYABLE PRELIST
 BATCH: 0103 BATCH 0103
 FUND : 01 GENERAL FUND

APY500 L.00.21 01/06/23 08:34 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
300279/00	BEAVERTOOTH OAK INC							
PO-001106	12/20/2022	0000471521001 EHS	1	01-6387-0-4300-3802-1000-001-00000	NN F	2,990.19	2,990.19	
TOTAL PAYMENT AMOUNT						2,990.19 *	2,990.19	
024233/00	CALIFORNIA ASSOCIATION FFA							
PO-001094	11/03/2022	108993 ETNA FFA	2	01-6387-0-5800-3802-1000-001-00000	NN F	200.00	200.00	
TOTAL PAYMENT AMOUNT						200.00 *	200.00	
301832/00	EMERALD CHARTERS							
PO-001102	01/05/2023	922 ETNA HIGH SCHOOL	1	01-0000-0-5800-1700-4200-001-00000	NN P	13,700.00	13,700.00	
TOTAL PAYMENT AMOUNT						13,700.00 *	13,700.00	
055970/00	ETNA CITY OF							
PO-004017	01/05/2023	EHS	1	01-0000-0-5530-0000-8100-001-00000	NN P	1,280.61	1,280.61	
PO-004017	01/05/2023	EES	2	01-0000-0-5530-0000-8100-010-00000	NN P	553.30	553.30	
PO-004017	01/05/2023	SRHS	3	01-0000-0-5530-0000-8100-003-00000	NN P	114.06	114.06	
PO-004017	01/05/2023	SVO	4	01-0000-0-5530-0000-8100-009-00000	NN P	86.86	86.86	
TOTAL PAYMENT AMOUNT						2,034.83 *	2,034.83	
061100/00	FORT JONES LUMBER YARD							
PO-001063	12/21/2022	268428 EHS	2	01-6387-0-4300-3802-1000-001-00000	NN F	11,980.00	11,980.00	
TOTAL PAYMENT AMOUNT						11,980.00 *	11,980.00	
061280/00	FORT JONES, TOWN OF							
PO-004018	01/05/2023	330 SVJH	3	01-0000-0-5530-0000-8100-002-00000	NN P	175.00	175.00	
PO-004018	01/05/2023	99 FJE	4	01-0000-0-5530-0000-8100-020-00000	NN P	180.25	180.25	
TOTAL PAYMENT AMOUNT						355.25 *	355.25	
031440/00	FUELMAN							
PV-230088	01/05/2023	BG2315288		01-0000-0-4341-0000-3600-006-00000	NN		729.96	
TOTAL PAYMENT AMOUNT						729.96 *	729.96	

040 SCOTT VALLEY UNIFIED
 BATCH 103

J63711

ACCOUNTS PAYABLE PRELIST
 BATCH: 0103 BATCH 0103
 FUND : 01 GENERAL FUND

APY500 L.00.21 01/06/23 08:34 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount	
074320/00	HEATON STEEL & SUPPLY							
PO-001150	12/12/2022	355290 EHS	1	01-6387-0-4300-3802-1000-001-00000	NN F	3,000.00	2,425.66	
TOTAL PAYMENT AMOUNT						2,425.66 *	2,425.66	
300417/00	JULIE HOGUN							
PO-004059	01/05/2023	MILEAGE	1	01-0000-0-5200-0000-7200-004-00000	NN P	211.25	211.25	
TOTAL PAYMENT AMOUNT						211.25 *	211.25	
123000/00	PACIFIC POWER							
PO-004000	01/05/2023	EHS	1	01-0000-0-5520-0000-8100-001-00000	NN P	6,059.94	6,059.94	
PO-004000	01/05/2023	SVJH	2	01-0000-0-5520-0000-8100-002-00000	NN P	874.55	874.55	
PO-004000	01/05/2023	FJE	4	01-0000-0-5520-0000-8100-020-00000	NN P	1,646.30	1,646.30	
PO-004000	01/05/2023	TRANSP	6	01-0000-0-5520-0000-8100-006-00000	NN P	400.84	400.84	
PO-004000	01/05/2023	EES	3	01-0000-0-5520-0000-8100-010-00000	NN P	4,641.22	4,641.22	
PO-004000	01/05/2023	SRHS	5	01-0000-0-5520-3200-8100-003-00000	NN P	812.69	812.69	
PO-004000	01/05/2023	QVS	8	01-0000-0-5520-0000-8100-004-00000	NN P	140.51	140.51	
PO-004000	01/05/2023	SVO	7	01-0000-0-5520-0000-8100-009-00000	NN P	274.02	274.02	
TOTAL PAYMENT AMOUNT						14,850.07 *	14,850.07	
301414/00	PROJECT A INC							
PO-005067	01/01/2023	22-1817	3	01-0000-0-5800-0000-7200-004-00000	NN P	1,778.75	1,778.75	
TOTAL PAYMENT AMOUNT						1,778.75 *	1,778.75	
143360/00	SCOTT VALLEY DISPOSAL INC							
PO-004004	01/05/2023	EHS	1	01-0000-0-5550-0000-8100-001-00000	NN P	193.50	193.50	
PO-004004	01/05/2023	EES	3	01-0000-0-5550-0000-8100-010-00000	NN P	130.50	130.50	
PO-004004	01/05/2023	SRHS	5	01-0000-0-5550-0000-8100-003-00000	NN P	63.00	63.00	
PO-004004	01/05/2023	TRANSP	6	01-0000-0-5550-0000-8100-006-00000	NN P	63.00	63.00	
PO-004004	01/05/2023	SVJH	2	01-0000-0-5550-0000-8100-002-00000	NN P	500.00	500.00	
PO-004004	01/05/2023	FJE	4	01-0000-0-5550-0000-8100-020-00000	NN P	775.00	775.00	
TOTAL PAYMENT AMOUNT						1,725.00 *	1,725.00	
301161/00	SIERRA SCHOOL EQUIPMENT CO							
PO-004511	12/27/2022	409951 FJE CAFE TABLE	1	01-3213-0-4400-0000-8100-020-00000	NN F	23,780.80	23,780.80	
TOTAL PAYMENT AMOUNT						23,780.80 *	23,780.80	

040 SCOTT VALLEY UNIFIED
 BATCH 103

J63711

ACCOUNTS PAYABLE PRELIST
 BATCH: 0103 BATCH 0103
 FUND : 01 GENERAL FUND

APY500 L.00.21 01/06/23 08:34 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL T9MPS	Liq Amt	Net	Amount

300261/00	U.S. BANK							
PO-001066	01/05/2023	EHS	3	01-0000-0-4300-1500-2420-001-00000	NN F	30.37		30.37
PO-001108	01/05/2023	EHS	1	01-6387-0-4300-3802-1000-001-00000	NN F	755.95		755.95
PO-002056	01/05/2023	SVJH	1	01-0000-0-5200-1300-4200-002-00000	NN F	335.00		334.62
PO-003011	01/05/2023	SRHS	1	01-5634-0-4300-3200-1000-003-00000	NN F	100.00		101.00
PO-003507	01/05/2023	SVO	1	01-0000-0-4300-0000-2700-009-00000	NN F	90.00		90.00
PO-004068	01/05/2023	DO	1	01-0000-0-5200-0000-7200-004-00000	NN P	410.60		410.60
PO-004068	01/05/2023	DO	2	01-0000-0-5800-0000-7200-004-00000	NN P	20.00		20.00
PO-004068	01/05/2023	DO	2	01-0000-0-5800-0000-7200-004-00000	NN F	255.00		252.00
PO-020012	01/05/2023	FJE	1	01-0000-0-4300-1150-1000-020-02065	NN F	394.34		394.34
TOTAL PAYMENT AMOUNT						2,388.88 *		2,388.88
201040/00	VERIZON WIRELESS							
PV-230087	01/05/2023	9923528899		01-0000-0-5900-0000-7200-004-00000	NN			70.65
PV-230087	01/05/2023	9923528899		01-0000-0-5900-0000-2700-001-00000	NN			73.21
PV-230087	01/05/2023	9923528899		01-0000-0-5900-0000-3600-006-00000	NN			2.03
PV-230087	01/05/2023	9923528899		01-6010-0-5900-0000-2700-002-00000	NN			25.68
PV-230087	01/05/2023	9923528899		01-6010-0-5900-0000-2700-010-00000	NN			40.91
PV-230087	01/05/2023	9923528899		01-6010-0-5900-0000-2700-020-00000	NN			26.17
TOTAL PAYMENT AMOUNT						238.65 *		238.65
TOTAL FUND PAYMENT						79,389.29 **		79,389.29
TOTAL BATCH PAYMENT						79,389.29 ***	0.00	79,389.29
TOTAL DISTRICT PAYMENT						79,389.29 ****	0.00	79,389.29
TOTAL FOR ALL DISTRICTS:						79,389.29 ****	0.00	79,389.29
Number of checks to be printed:						15, not counting voids due to stub overflows.		79,389.29

Batch # 105

SISKIYOU COUNTY OFFICE OF EDUCATION REQUEST FOR WARRANT PROCESSING

District # 40 District Name: Scott Valley Unified

Fund #	Fund Name	District Total	Audited Total
01	General Fund	602,367. ⁰⁸	
11	Adult Education Fund	289. ⁸⁴	
12	Child Development Fund		
13	Cafeteria Fund	77,989. ⁶¹	
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund (Other than Capital Outlay)	XXXXXXXX	XXXXXXXX
25	Capital Facilities Fund (Developer Fees)		
30	State School Building/Lease Purchase Fund		
40	Special Reserve Capital Outlay Projects		
71	Retiree Benefit Fund		
35	County School Facility		
	Batch Total	680,646. ⁵³	

By order of the governing board, the Siskiyou County Office of Education is authorized to draw warrants to the claimants of said school district as per attached listing:

Trustee _____ Trustee _____
Trustee _____ Trustee _____
Trustee _____ Trustee _____
Trustee _____

District Superintendent/Administrator: msmugh Date: 1/13/23

Board Approval Date: _____ Mail: _____ Hold: _____

For Siskiyou County Office of Education Use Only

Audited By: _____ Audited Date: _____

File: Business Services; Forms; SCOE Forms; Business Department Forms: Request for Warrant Processing //jc
1.18.17

040 SCOTT VALLEY UNIFIED
 BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
 BATCH: 0105 BATCH 105
 FUND : 01 GENERAL FUND

APY500 L.00.21 01/13/23 10:41 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

300748/00	ACES AFFORDABLE		AUTO GLASS										
	PO-006023	12/23/2022	4140	TRANSP	1	01-0000-0-5600-0000-3600-006-00000	NY	F				400.00	400.00
	TOTAL PAYMENT AMOUNT											400.00 *	400.00
302336/00	AMAZON CAPITAL SERVICES												
	PO-004062	01/01/2023	11GL-TJ4W-KLLW	DO	1	01-0000-0-4300-0000-7200-004-00000	NN	P				27.07	27.07
	TOTAL PAYMENT AMOUNT											27.07 *	27.07
301253/00	ARAMARK UNIFORM SERVICE												
	PO-004502	12/28/2022	5066186864	SVJH	1	01-0000-0-5500-0000-8100-002-00000	NN	P				99.28	99.28
	PO-004502	12/28/2022	5066186881	EES	2	01-0000-0-5500-0000-8100-010-00000	NN	P				95.40	95.40
	PO-004502	12/28/2022	5066186868	FJE	3	01-0000-0-5500-0000-8100-020-00000	NN	P				116.56	116.56
	PO-006019	12/21/2022	5066181361	TRANSP	1	01-0000-0-5500-0000-8100-006-00000	NN	P				65.44	65.44
	TOTAL PAYMENT AMOUNT											376.68 *	376.68
040880/00	CROSS PETROLEUM												
	PO-006022	12/19/2022	0100298		1	01-0000-0-4341-0000-3600-006-00000	NN	P				1,168.08	1,168.08
	PO-006022	12/19/2022	0100297		2	01-0000-0-4342-0000-3600-006-00000	NN	P				1,560.87	1,560.87
	TOTAL PAYMENT AMOUNT											2,728.95 *	2,728.95
301364/00	DANIELLE YOKEL												
	PO-002063	01/13/2023	SVJH		1	01-0000-0-4300-1631-1000-002-00208	NN	F				76.94	76.94
	TOTAL PAYMENT AMOUNT											76.94 *	76.94
056080/00	ETNA HARDWARE & SPORTING GOODS												
	PO-004509	12/01/2022	320690	EHS	1	01-0000-0-4300-0000-8100-001-00000	NN	P				40.73	40.73
	PO-004509	12/02/2022	320726	EHS	1	01-0000-0-4300-0000-8100-001-00000	NN	P				8.57	8.57
	PO-004509	12/09/2022	320945	EHS	1	01-0000-0-4300-0000-8100-001-00000	NN	P				21.79	21.79
	PO-004509	12/16/2022	321130	EHS	1	01-0000-0-4300-0000-8100-001-00000	NN	P				36.04	36.04
	PO-004509	12/29/2022	321459	EHS	1	01-0000-0-4300-0000-8100-001-00000	NN	P				47.79	47.79
	PO-004509	12/01/2022	320706	EES	2	01-0000-0-4300-0000-8100-010-00000	NN	P				9.18	9.18
	PO-004509	12/08/2022	320918	EES	2	01-0000-0-4300-0000-8100-010-00000	NN	P				22.58	22.58
	PO-006010	12/08/2022	320905	TRANSP	1	01-0000-0-4300-0000-3600-006-00000	NN	P				2.13	2.13
	TOTAL PAYMENT AMOUNT											188.81 *	188.81

040 SCOTT VALLEY UNIFIED
BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
BATCH: 0105 BATCH 105
FUND : 01 GENERAL FUND

APY500 L.00.21 01/13/23 10:41 PAGE 2
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD	RESC	Y OBJT GOAL FUNC SCH LOCAL T9MPS	Liq Amt	Net Amount		
301642/00	FITNESS FINDER								
PO-020036	10/31/2022	93641 FJE	1	01-0000-0-4300-1150-1000-020-00000	NN F	113.45	113.45		
TOTAL PAYMENT AMOUNT						113.45 *	113.45		
300477/00	GERARD PELLETIER TRANSFER								
PO-004048	01/13/2023	1035 EHS	1	01-0000-0-5500-0000-8100-001-00000	NN P	337.12	337.12		
PO-004048	01/13/2023	EES	2	01-0000-0-5500-0000-8100-010-00000	NN P	227.36	227.36		
PO-004048	01/13/2023	SRHS	3	01-0000-0-5500-0000-8100-003-00000	NN P	109.76	109.76		
PO-004048	01/13/2023	TRANSP	4	01-0000-0-5500-0000-8100-006-00000	NN P	109.76	109.76		
TOTAL PAYMENT AMOUNT						784.00 *	784.00		
302330/00	JAMES PINDELL								
PO-010040	01/13/2023	EES	3	01-0000-0-5930-0000-7200-004-00000	NN F	15.70	15.70		
TOTAL PAYMENT AMOUNT						15.70 *	15.70		
302122/00	LINDA BERRY								
PO-020052	01/13/2023	FJE SAFE REIMB	1	01-6010-0-4300-7110-1000-020-00000	NN F	719.96	719.96		
TOTAL PAYMENT AMOUNT						719.96 *	719.96		
302009/00	LINDSAY ROMPON								
PO-002040	01/13/2023	SVJH	1	01-0000-0-4300-1647-1000-002-00207	YN P	95.96	95.96		
PO-002064	01/13/2023	SVJH	1	01-0000-0-4300-1655-1000-002-00207	NN P	14.77	14.77		
TOTAL PAYMENT AMOUNT						110.73 *	110.73		
TOTAL USE TAX AMOUNT							6.96		
201030/00	MEAN GENE'S GAS								
PO-004037	12/06/2022	164092 EHS	1	01-0000-0-5510-0000-8100-001-00000	NN P	4,132.50	4,132.50		
TOTAL PAYMENT AMOUNT						4,132.50 *	4,132.50		
111076/00	MT SHASTA SPRING WATER								
PO-004012	01/06/2023	397990 DO	3	01-0000-0-5600-0000-7200-004-00000	NN P	9.65	9.65		
PO-004012	01/06/2023	397990 DO	1	01-0000-0-4300-0000-7200-004-00000	NN P	38.75	38.75		
PO-020015	01/06/2023	398013 FJE	1	01-0000-0-4300-0000-2700-020-00000	NN P	35.00	35.00		
TOTAL PAYMENT AMOUNT						83.40 *	83.40		

040 SCOTT VALLEY UNIFIED
BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
BATCH: 0105 BATCH 105
FUND : 01 GENERAL FUND

APY500 L.00.21 01/13/23 10:41 PAGE 3
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

302284/00	MUKTI FRIDEN												
PO-020004	01/13/2023	FJE REIMB	2	01-0000-0-4300-1150-1000-020-20000	NN	P						53.83	53.83
PO-020004	01/13/2023	FJE REIMB	2	01-0000-0-4300-1150-1000-020-20000	YN	F						55.10	55.10
													108.93
													3.99

123000/00	PACIFIC POWER												
PO-004000	01/13/2023	EHS	1	01-0000-0-5520-0000-8100-001-00000	NN	P						180.23	180.23
													180.23

300856/00	PURCHASE POWER - PITNEY BOWES												
PO-004001	12/16/2022	8000 9090 0608 7196 POSTAGE	1	01-0000-0-5930-0000-7200-004-00000	NN	P						2,523.50	2,523.50
													2,523.50

300071/00	RAY'S FOOD PLACE ETNA												
PO-003002	08/26/2022	1763333 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN	P						152.29	152.29
PO-003002	09/09/2022	1763341 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN	P						31.09	31.09
PO-003002	09/16/2022	1763346 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN	P						31.65	31.65
PO-003002	10/14/2022	1763397 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN	P						67.28	67.28
PO-003002	10/19/2022	1763403 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN	P						26.23	26.23
PO-003002	10/28/2022	1763412 SRHS	1	01-0000-0-4300-3200-1000-003-00000	NN	P						28.94	28.94
													337.48

300237/00	SCOTT VALLEY UNIFIED S.D.												
PV-230094	01/13/2023	FUND TRANSFERS		01-8150-0-9610-0000-0000-000-00000	NN								25,000.00
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								110,663.00
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								17,899.62
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								298.47
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								3,755.14
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								318,000.00
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								90,670.36
PV-230094	01/13/2023	FUND TRANSFERS		01-0000-0-9610-0000-0000-000-00000	NN								80.71
													566,367.30

040 SCOTT VALLEY UNIFIED
 BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
 BATCH: 0105 BATCH 105
 FUND : 01 GENERAL FUND

APY500 L.00.21 01/13/23 10:41 PAGE 4
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

301689/00	SISKIYOU PLUMBING ELECTRIC INC												
	PV-230095	01/13/2023	9061 SVJH										375.31
													TOTAL PAYMENT AMOUNT
													375.31 *

150080/00	SISKIYOU TELEPHONE CO												
	PO-004002	01/03/2023	99-3713 DO	1	01-0000-0-5600-0000-8700-004-00000	NN	P					820.00	820.00
	PV-230096	01/13/2023	SERVICES										468.55
	PV-230096	01/13/2023	SERVICES										197.27
	PV-230096	01/13/2023	SERVICES										199.44
	PV-230096	01/13/2023	SERVICES										98.64
	PV-230096	01/13/2023	SERVICES										109.33
	PV-230096	01/13/2023	SERVICES										170.12
	PV-230096	01/13/2023	SERVICES										963.57
	PV-230096	01/13/2023	SERVICES										151.18
	PV-230096	01/13/2023	SERVICES										149.85
													TOTAL PAYMENT AMOUNT
													3,327.95 *

301868/00	SMARTSIGN LLC												
	PO-005001	01/01/2023	TIG-23-2725 IT	1	01-9621-0-5800-0000-7200-004-00000	NN	F					230.00	230.00
													TOTAL PAYMENT AMOUNT
													230.00 *

159310/00	SUBURBAN PROPANE												
	PO-004003	12/13/2022	203821 EHS	1	01-0000-0-5515-0000-8100-001-00000	NN	P					1,227.13	1,227.13
	PO-004003	12/13/2022	203822 TRANSP	4	01-0000-0-5515-0000-8100-006-00000	NN	P					1,131.50	1,131.50
	PO-004003	12/28/2022	204186 TRANSP	4	01-0000-0-5515-0000-8100-006-00000	NN	P					1,170.53	1,170.53
	PO-004003	12/20/2022	204040 SVJH	2	01-0000-0-5515-0000-8100-002-00000	NN	P					2,721.37	2,721.37
	PO-004003	12/13/2022	203820 SVJH	2	01-0000-0-5515-0000-8100-002-00000	NN	P					2,170.24	2,170.24
	PO-004003	12/06/2022	203551 SVJH	2	01-0000-0-5515-0000-8100-002-00000	NN	P					1,778.16	1,778.16
	PO-004003	12/14/2022	273569 SVJH	6	01-0000-0-5600-0000-8100-002-00000	NN	F					3.00	3.00
	PO-004003	12/28/2022	204185 EES	3	01-0000-0-5515-0000-8100-010-00000	NN	P					3,174.69	3,174.69
	PO-004003	12/13/2022	203823 EES	3	01-0000-0-5515-0000-8100-010-00000	NN	P					1,536.34	1,536.34
	PO-004003	12/06/2022	203552 EES	3	01-0000-0-5515-0000-8100-010-00000	NN	P					1,578.75	1,578.75
													TOTAL PAYMENT AMOUNT
													16,491.71 *

182731/00	XEROX FINANCIAL SERVICES												
	PO-004074	01/10/2023	3728829 DO	1	01-0000-0-5600-0000-7200-004-00000	NN	P					200.45	200.45
	PO-004074	01/10/2023	3728834 DO	1	01-0000-0-5600-0000-7200-004-00000	NN	P					361.13	361.13
	PO-004075	01/10/2023	3728828 EHS	1	01-0000-0-5600-1500-1000-001-00000	NN	P					136.31	136.31

040 SCOTT VALLEY UNIFIED
 BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
 BATCH: 0105 BATCH 105
 FUND : 01 GENERAL FUND

APY500 L.00.21 01/13/23 10:41 PAGE 5
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

182731	(CONTINUED)												
PO-004075	01/10/2023	3728828 EHS	2	01-0000-0-5600-0000-2700-001-00000	NN	P						58.42	58.42
PO-004076	01/10/2023	3728825 EHS	1	01-0000-0-5600-1500-2420-001-00000	NN	P						170.94	170.94
PO-004076	01/10/2023	3728825 EHS	2	01-0000-0-5600-0000-2700-001-00000	NN	P						73.26	73.26
PO-004077	01/10/2023	3728826 SVJH	1	01-0000-0-5600-1280-1000-002-00000	NN	P						202.03	202.03
PO-004077	01/10/2023	3728826 SVJH	2	01-0000-0-5600-0000-2700-002-00000	NN	P						86.58	86.58
PO-004077	01/10/2023	3728833 SVJH	1	01-0000-0-5600-1280-1000-002-00000	NN	P						163.58	163.58
PO-004077	01/10/2023	3728833 SVJH	2	01-0000-0-5600-0000-2700-002-00000	NN	P						70.11	70.11
PO-004080	01/10/2023	3728832 EES	1	01-0000-0-5600-1150-1000-010-00000	NN	P						217.03	217.03
PO-004080	01/10/2023	3728832 EES	2	01-0000-0-5600-0000-2700-010-00000	NN	P						93.01	93.01
PO-004080	01/10/2023	3728827 EES	1	01-0000-0-5600-1150-1000-010-00000	NN	P						188.13	188.13
PO-004080	01/10/2023	3728827 EES	2	01-0000-0-5600-0000-2700-010-00000	NN	P						80.63	80.63
PO-004081	01/10/2023	3728831 FJE	1	01-0000-0-5600-1150-1000-020-00000	NN	P						179.28	179.28
PO-004081	01/10/2023	3728831 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN	P						76.83	76.83
PO-004081	01/10/2023	3728824 FJE	1	01-0000-0-5600-1150-1000-020-00000	NN	P						216.13	216.13
PO-004081	01/10/2023	3728824 FJE	2	01-0000-0-5600-0000-2700-020-00000	NN	P						92.63	92.63
TOTAL PAYMENT AMOUNT								2,666.48 *				2,666.48	
TOTAL FUND PAYMENT								602,367.08 **				602,367.08	
TOTAL USE TAX AMOUNT												10.95	

040 SCOTT VALLEY UNIFIED
BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
BATCH: 0105 BATCH 105
FUND : 11 ADULT EDUCATION

APY500 L.00.21 01/13/23 10:41 PAGE 6
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef				
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	SCH	LOCAL	T9MPS	Liq Amt	Net Amount

300071/00	RAY'S FOOD PLACE	ETNA											
PO-003204	12/02/2022	1763443 ADULT ED	1	11-6391-0-4300-4110-1000-008-00000	NN	P						122.78	122.78
PO-003204	12/19/2022	1763467 ADULT ED	1	11-6391-0-4300-4110-1000-008-00000	NN	P						93.13	93.13
PO-003204	11/17/2022	1763450 ADULT ED	1	11-6391-0-4300-4110-1000-008-00000	NN	P						73.93	73.93
TOTAL PAYMENT AMOUNT											289.84	*	289.84
TOTAL FUND PAYMENT											289.84	**	289.84

040 SCOTT VALLEY UNIFIED
 BATCH 105

J65158

ACCOUNTS PAYABLE PRELIST
 BATCH: 0105 BATCH 105
 FUND : 13 CAFETERIA

APY500 L.00.21 01/13/23 10:41 PAGE 7
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESC Y	OBJT GOAL	FUNC SCH LOCAL	T9MPS	Liq Amt	Net Amount	

300071/00	RAY'S FOOD PLACE ETNA								
PO-008004	09/27/2022	1763356 EHS		13-5310-0-4700-0000-3700-001-00000	NN P		27.05	27.05	
PO-008004	09/27/2022	1763357 EHS		13-5310-0-4700-0000-3700-001-00000	NN P		4.99	4.99	
TOTAL PAYMENT AMOUNT							32.04 *	32.04	
300237/00	SCOTT VALLEY UNIFIED S.D.								
PV-230094	01/13/2023	FUND TRANSFERS		13-5310-0-9610-0000-0000-000-00000	NN			480.29	
PV-230094	01/13/2023	FUND TRANSFERS		13-5310-0-9610-0000-0000-000-00000	NN			77,477.28	
TOTAL PAYMENT AMOUNT							77,957.57 *	77,957.57	
TOTAL FUND PAYMENT							77,989.61 **	77,989.61	
TOTAL BATCH PAYMENT							680,646.53 ***	0.00	680,646.53
TOTAL USE TAX AMOUNT									10.95
TOTAL DISTRICT PAYMENT							680,646.53 ****	0.00	680,646.53
TOTAL USE TAX AMOUNT									10.95
TOTAL FOR ALL DISTRICTS:							680,646.53 ****	0.00	680,646.53
TOTAL USE TAX AMOUNT									10.95

Number of checks to be printed: 26, not counting voids due to stub overflows.

680,646.53

2022-2023 Stipend List

Certificated and Classified

Board approval: presented for approval 01/25 /2023

Description
Coach, basketball head 7th SVJH Boys
Mentor Stipend
Mentor Support for CB
Middle School English Support
SAFE Enrichment Instructor - Art
SAFE Enrichment Instructor - Cooking
SAFE Enrichment Instructor - Guitar
SEL Support (retro to 7/1/2022)

Extra Duty hours for Classified, Short Term, and Certificated Employees-01/25/2023

Extra hours Book Fair-Library Media Techs

Extra Hours Paraprofessionals to Cover Early Yard Duty due to attending SIPPS training

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
2022-2023 CONTRACTS FOR SERVICES AND MATERIALS
LISTING FOR BOARD REVIEW

The Board shall review all transactions entered into by the Superintendent or designee on behalf of the Board every 60 days. (Education Code 17605)

Insofar as possible, goods and services purchased shall meet the needs of the person or department ordering them at the lowest price consistent with standard purchasing practices. Maintenance costs, replacement costs, and trade-in values shall be considered when determining the most economical purchase price. When price, fitness, and quality are equal, recycled products shall be preferred when procuring materials for use in district schools and buildings. (BP 3300)

All purchases shall be made by formal contract or purchase order or shall be accompanied by a receipt. In order to eliminate the processing of numerous small purchase orders, the Superintendent or designee may create a "blanket" or "open" purchase order system for the purchase of minor items as needed from a vendor. He/she shall ensure that the "open" purchase order system details a maximum purchase amount, the types of items that can be purchased under this order, the individuals authorized to approve purchases, and the expiration date of the "open" order. (BP 3300)

CONTRACTS				
CONTRACT NO. / PROJECT NO.	CONTRACTOR	AMOUNT	PROJECT	BOARD APPROVAL DATE
23-013	DOWNEY HEATING & COOLING	\$15,200	HVAC - EHS CULINARY AND TRANSPORTATION	1/25/2023
23-014	OLD ETNA TREE TRIMMING	\$15,000	TREE TRIMMING AND SNOW REMOVAL	1/25/2023
23-015	SISKIYOU PLUMBING AND ELECTRICAL	\$5,000	DISTRICT-WIDE BLANKET PERMIT	1/25/2023



Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District: Scott Valley Unified School District

Person completing this form: Julie Hogun Title: Executive Assistant

Quarterly Report Submission Date: January 2023
(check one) April 2023
 July 2023
 October 2023

Date for information to be reported publicly at governing board meeting: January 18, 2023

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.

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

Micheline Miglis

Print Name of District Superintendent

Signature of District Superintendent

January 25, 2023

Date

School Facility Conditions and Planned Improvements

The school facilities have been maintained in accordance with the five-year deferred maintenance plan. The Fire Marshall, the Occupational Safety & Health Administration (OSHA), and our liability insurance agency regularly inspect the school. Careful and prompt attention is paid to all recommendations for improvement as deemed by these entities. Etna Elementary has received Modernization funding and has started the processes of making improvements to the school which may include fire alarm update, a new exterior ramp, walkway and retaining wall, new accessible parking spaces, new accessible double doors and a single use bathroom in the front hallway.

Last updated: 1/5/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Minor floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	New fire alarm system installed fall 2021
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 12/19/22

School Facility Conditions and Planned Improvements

Etna High School was constructed in 1958. Student enrollment and programs have increased since the original school was constructed, with the addition of five classrooms. In 1998, the school underwent a major modernization plan. Included in this restoration were the: lighting, restrooms, floors, walls, roof, plumbing, and electrical systems. In 2010-11, the library and art room building were renovated and modernized. During the summer of 2012, the multi-purpose room floor was replaced and lighting upgrades took place in the gym and outside. In 2018 a culinary lab and FFA science lab were created. Etna High School teamed with Johnson Controls with the installation of Solar Panels to help defray the cost of electricity used by the school. Due to these efforts many commendations have been bestowed upon our janitorial and maintenance crews. Safety of students and staff is a primary concern of Etna High School. The Fire Marshall, the Occupational Safety & Health Administration (OSHA), and our liability insurance agency regularly inspect the school. Careful and prompt attention is paid to all recommendations for improvement as deemed by these entities.

Last updated: 1/5/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Minor floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	In the fall of 2021 new cement concrete installed outside of gymnasium/quad area

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 12/19/22

School Facility Conditions and Planned Improvements

Fort Jones Elementary has 9 classrooms that house students in preschool through 5th grade. In addition, the school provides a media center with a library and computer lab room. Students are able to play on a primary and intermediate playground area, blacktop area at each playground, and a fenced area for preschool with play equipment. The facilities are well maintained, provide a great learning environment for all students and meet all requirements of the William's act. Fort Jones Elementary has Modernization funding and will be making some improvements to the school which may include fire alarm system update, new exterior ramp and walkway, new accessible parking spaces, new door hardware on classroom doors, repair to front ingress and egress, and a single use bathroom in the elementary wing.

Last updated: 1/5/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Minor floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	New fire alarm system installed fall 2021
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 12/19/22

School Facility Conditions and Planned Improvements

When operational Scott Valley Community Day School is located on the Scott River High School campus which provides a safe, clean environment for students, staff, and volunteers. The maintenance program is administered by SVUSD to ensure that all classrooms and facilities are maintained. Safety of students and staff is a primary concern of Scott Valley Community Day School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster and intruder drills are conducted on a regular basis throughout the school year.

Last updated: 1/5/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Good
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Last updated: 12/20/22

Surplus January 2023

Asset	Serial	Model	Notes	Case
186	DYTLH0ARDFHW	iPad 2		Case 1
199	DYTLPD97DFHW	iPad 2		Case 1
227	DYTLPDHVDFHW	iPad 2		Case 1
1715	F5YKCPSPDFHW	iPad 2		Case 1
1716	F5XKHRZKDFHW	iPad 2		Case 1
1717	F5YKCP5EDFHW	iPad 2		Case 1
1718	F5YKCM1PDFHW	iPad 2		Case 1
1719	F5YKCPHBDHFHW	iPad 2		Case 1
1720	F64KCAFPDFHW	iPad 2		Case 1
1721	DN6HG1M2DFHW	iPad 2		Case 1
1722	DN6HQNZ9DFHW	iPad 2		Case 1
1723	DLXFTD6VDFHW	iPad 2		Case 1
1724	DN6HG17JDFHW	iPad 2		Case 1
1725	DN6HG0ZWDFHW	iPad 2		Case 1
1726	F5YKCMWDDFHW	iPad 2		Case 1
1727	DMQJW3TADFHW	iPad 2		Case 1
1728	DN6HG0ZVDFHW	iPad 2	Broken Screen	Case 1
1730	DMQJWQCBDFHW	iPad 2		Case 1
1731	DN6HCEPUDFHW	iPad 2		Case 1
1732	F5XKHSPHDFHW	iPad 2		Case 1
1734	DN6HQBU4DFHW	iPad 2		Case 1
1735	DN6HR1LWDFHW	iPad 2		Case 1
1736	DN6HQPNXDFHW	iPad 2		Case 1
1847	DMPMQ2BWF182	iPad		Case 1
	DYTKRV8HDFHW	iPad 2		Case 1
	DYTKRRW4DFHW	iPad 2		Case 1
	DYTKTEKADFHW	iPad 2		Case 1
	DYTKRMUEDFHW	iPad 2		Case 1
	DYTKRRCXDFHW	iPad 2		Case 1
	DMQJW91ADFHW	iPad 2		Case 1
	F5XKHS6YDFHW	iPad 2		Case 1
	DMPMGZ37FK10	iPad Air		Case 2
	DMPMGZA9FK10	iPad Air		Case 2
	DMPMGZ4JFK10	iPad Air		Case 2
	DMPMGYZMFK10	iPad Air		Case 2
	DMPMGZ0SFK10	iPad Air		Case 2
	DMQMG0MJFK10	iPad Air		Case 2
	DMPMGZ7FFK10	iPad Air		Case 2
	DMPMGYZGFK10	iPad Air		Case 2
	DMQMG0F6FK10	iPad Air		Case 2
	DMQMG0D9FK10	iPad Air		Case 2
	DMPMGZA3FK10	iPad Air		Case 2
180	DMQM49JQFK10	iPad Air		Case 2
177	DMQM4A1DFK10	iPad Air		Case 2
181	DMQM46Y1FK10	iPad Air		Case 2
219	DMPM4ZQRFK10	iPad Air		Case 2

Surplus January 2023

	DMQM484DFK10	iPad Air		Case 2
233	DMPM4Z7XFK10	iPad Air		Case 2
	DMPMFGMGFK10	iPad Air		Case 2
230	DMQM47VAFK10	iPad Air		Case 2
205	DMQM40KSFK10	iPad Air		Case 2
217	DMQM41H0FK10	iPad Air		Case 2
189	DMQM40PDFK10	iPad Air		Case 2
218	DMPM4ZE2FK10	iPad Air		Case 2
192	DMQM4BM3FK10	iPad Air		Case 2
204	DMPM4155FK10	iPad Air		Case 2
190	DMPM4ZJDFK10	iPad Air		Case 2
232	DMQM4730FK10	iPad Air		Case 2
191	DMQM471GFK10	iPad Air		Case 2
	DMQM4ARJFK10	iPad Air		Case 2
175	DMQM473RFK10	iPad Air		Case 2
1850	DMRMLLD AF182	iPad		Case 3
1845	DMRMLN9TF182	iPad		Case 3
1855	DMRMLMRUF182	iPad		Case 3
1844	DMRMLLJ6F182	iPad		Case 3
	DMRMLLATF182	iPad		Case 3
1842	DMRMLN21F182	iPad		Case 3
	DMRML6XPF182	iPad		Case 3
1846	DMPMQ2V9F182	iPad		Case 3
1851	DMRML81KF182	iPad		Case 3
1852	DMPMQ2XLF182	iPad		Case 3
1849	DMRMLLFWF182	iPad		Case 3
1710	DMQMTDKFF182	iPad		Case 3
1714	DMQMT1TTF182	iPad		Case 3
1712	DMQMTCP1F182	iPad		Case 3
1709	DMQMT2BQF182	iPad		Case 3
1713	DMQMTDGBF182	iPad		Case 3
1711	DMQMT267F182	iPad		Case 3
1708	DMQMTDHQF182	iPad		Case 3
1853	DMPMQ2Y2F182	iPad		Case 3
1854	DMRMLJV SF182	iPad		Case 3
174	DMQM4A1CFK10	iPad Air		Case 3
	DMQM4A23FK10	iPad Air		Case 3
176	DMPM4ZK4FK10	iPad Air		Case 3
216	DMQM46Z5FK10	iPad Air		Case 3
182	DMQM40KUFK10	iPad Air		Case 3
202	DMQM49KFFK10	iPad Air		Case 3
194	DMQM41N0FK10	iPad Air		Case 3
178	DMQM40L8FK10	iPad Air	Broken Screen	Case 3
183	DMQM47LGFK10	iPad Air	Broken Screen	Case 3
188	DMQM40LAFK10	iPad Air	Broken Screen	Case 3
	DMPMGZ2EFK10	iPad Air		Case 3



Regular Agenda



Scott Valley Unified Board Policies

To view Scott Valley Unified School District's
current and proposed Board Policies online:

GAMUT Online a service provided by CSBA
(California School Boards Association)

<https://simbli.eboardsolutions.com/Index.aspx?S=36030845>

or

www.svUSD.us

CSBA UPDATE CHECKLIST – December 2022

District Name: _____

Contact Name: _____ Phone: _____ Email: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0430	Comprehensive Local Plan for Special Education	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/>	
AR 0430	Comprehensive Local Plan for Special Education		
BP 0450	Comprehensive Safety Plan	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 0450	Comprehensive Safety Plan		
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 3250	Transportation Fees		
AR 3250	Transportation Fees		
AR 3260	Fees and Charges		
BP 3460	Financial Reports and Accountability		
AR 3460	Financial Reports and Accountability		
BP 3515	Campus Security		
AR 3515	Campus Security		
AR 3516.2	Bomb Threats		
BP 3540	Transportation		
BP 5131.7	Weapons and Dangerous Instrument	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5131.7	Weapons and Dangerous Instrument		

CSBA UPDATE CHECKLIST – December 2022

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5141.3	Health Examinations		
BP 5142	Safety		
AR 5142	Safety		
AR 5142.2	Safe Routes to School Program		
BP 5148.2	Before/After School Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
AR 5148.2	Before/After School Programs	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
AR 6164.4	Identification and Evaluation of Individuals for Special Education	Fill in Blanks <hr/> <hr/> <hr/>	

CSBA UPDATE CHECKLIST – December 2022

District Name: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9220	Governing Board Elections	OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> AND OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/> OPTION 3: <input type="checkbox"/>	
BB 9223	Filling Vacancies		
BB 9323	Meeting Conduct		

CSBA POLICY GUIDE SHEET
December 2022

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall be completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

Board Policy 3250 - Transportation Fees

Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

Administrative Regulation 3250 - Transportation Fees

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

Administrative Regulation 3260 - Fees and Charges

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

Board Policy 3460 - Financial Reports and Accountability

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

Administrative Regulation 3460 - Financial Reports and Accountability

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

Board Policy 3515 - Campus Security

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

Administrative Regulation 3515 - Campus Security

Regulation updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose

duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to provide that monitoring suspicious and/or threatening digital media content be part of the campus security plan and included in strategies to detect and intervene with school crime.

Administrative Regulation 3516.2 - Bomb Threats

Regulation updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Regulation also updated to move and amend material regarding staff training, include and align language with information provided by the U.S. Department of Homeland Security, and reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement.

Board Policy 3540 - Transportation

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

Board Policy 5131.7 - Weapons and Dangerous Instruments

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

Administrative Regulation 5131.7 - Weapons and Dangerous Instruments

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

Administrative Regulation 5141.3 - Health Examinations

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

Board Policy 5142 - Safety

Policy updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online

practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content.

Administrative Regulation 5142 - Safety

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect **NEW LAW (AB 2028, 2022)** which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Administrative Regulation 5142.2 - Safe Routes to School Program

Regulation updated to reflect **NEW LAW (AB 2028, 2022)** which authorizes the Governing Board of an elementary, intermediate, junior high, or high school to provide time and facilities to specified agencies that offer bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Board Policy 5148.2 - Before/After School Programs

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

Administrative Regulation 5148.2 - Before/After School Programs

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022) to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific NEW STATE REGULATIONS (Register 2022, No. 26).

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to reflect NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022) which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect NEW LAW (AB 2806, 2022) with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific NEW STATE REGULATIONS (Register 2022, No. 26).

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reflect NEW LAW (SB 188, 2022), requiring each district to designate a main point of contact for coordinating and completing the transition of a child and family from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) to Part B (Assistance for Children with Disabilities) of IDEA.

Board Bylaw 9220 - Governing Board Elections

Bylaw updated to reflect NEW LAW (AB 2584, 2022), by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect NEW LAW (SB 1061, 2022) regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

Board Bylaw 9223 - Filling Vacancies

Bylaw updated to reflect NEW LAW (SB 1061, 2022), by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects New Attorney-General Opinion on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

Board Bylaw 9323 - Meeting Conduct

Bylaw Updated to reflect NEW LAW (SB 1100, 2022) which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

MINOR REVISION:

Board Policy 3260 - Fees and Charges

Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Caitlin Bennett

SSN [REDACTED]

Name of Employing Agency Scott Valley Unified School District

County/District/CDS Code 47-76455

- Multiple Subject
- Single Subject - Specify subject(s): _____
- Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

- Public School District**
 Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

- 4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
- 5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- 6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

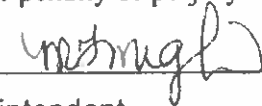
I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature 

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature 

Title Superintendent

Date 12/21/22



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Alyssa Burrone

SSN [REDACTED]

Name of Employing Agency Scott Valley Unified School District

County/District/CDS Code 47-76455

- Multiple Subject
- Single Subject - Specify subject(s): _____
- Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

Required recruitment methods (provide photocopies of **all** of the following 3 methods):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

Optional recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

- Public School District**
 Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools

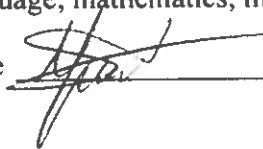
Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

- 4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
- 5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- 6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

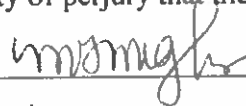
I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature 

Employing Agency Certification

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature 

Title Superintendent

Date 11/30/2022



**NBS Secure Act Amendment for Employers
Resolution # 23-015**

WHEREAS, The Scott Valley Unified School District's 457 plan provider National Benefit Services (NBS) requires the governing Board to approve and adopt the Amendment to Implement Secure Act Provisions.

NOW, THEREFORE, BE IT RESOLVED the Amendment to Implement Secure Act Provisions to the Scott Valley Unified School District 457(b) Plan (the Amendment) is hereby approved and adopted and that authorized representative of the Employer designated as the CBO, is hereby authorized and directed to execute and deliver to the Plan Administrator the Amendment and to take any and all actions as it may deem necessary to effectuate this resolution.

The undersigned further certifies that attached hereto is a copy of the Amendment approved and adopted in the foregoing resolution.

Passed and adopted, this 25th day of January, 2023.

AYES:

NOES:

ABSENT:

ABSTENTIONS:

I, Brandon Fawaz, Clerk of the Governing Board of Scott Valley Unified School District, of Siskiyou County, California, certify that the foregoing Resolution was regularly introduced, passed and adopted by the Board of Trustees at its meeting held on January 25, 2023.

Clerk, Board of Trustees

**AMENDMENT TO IMPLEMENT SECURE ACT AND OTHER LAW CHANGES
TO YOUR 457 PLAN**

**ARTICLE 1
PREAMBLE**

- 1.1 **Adoption and effective date of Amendment.** The Employer hereby adopts this Amendment to the Plan identified below. Each Article specifies the effective date of its provisions. Also see Section 1.5.
- 1.2 **Superseding of inconsistent provisions.** This Amendment supersedes the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this Amendment. Except as otherwise provided in this Amendment, terms defined in the Plan will have the same meaning in this Amendment. Most Articles include definitions which are specific to that Article. Also see Section 1.6
- 1.3 **Numbering.** Except as otherwise provided in this Amendment, any "Section" reference in this Amendment refers only to this Amendment and is not a reference to the Plan. The Article and Section numbering in this Amendment is solely for purposes of this Amendment, and does not relate to the Plan article, section, or other numbering designations.
- 1.4 **Intention; Construction.** The purpose of this amendment is to amend the Plan in accordance with pension-related provisions of the Further Consolidated Appropriations Act of 2019 ("FCAA") in general, and Division O of that Act, the Setting Every Community Up for Retirement Enhancement Act of 2019 ("SECURE"), in specific. It also addresses a provision of the Bipartisan American Miners Act ("BAMA"), which is also part of FCAA, as well as a section of the Coronavirus Aid, Relief, and Economic Security Act ("CARES"). The provisions of this Amendment shall be interpreted and applied to be consistent with FCAA and CARES and IRS guidance issued in connection therewith, whether such guidance is issued before or after the date of this amendment.
- 1.5 **Effect of subsequent restatement or amendment of Plan.** If the Employer restates the Plan, then this Amendment shall remain in effect after such restatement unless the provisions in this Amendment are restated or otherwise become obsolete (e.g., if the Plan is restated onto a plan document which incorporates these provisions). Some Articles in this amendment may not apply to a particular plan at the time the Amendment is executed but they will apply in the future based on subsequent amendments. For example, Article 8 is limited to 401(k) plans; its provisions do not apply to a profit-sharing plan that does not have a 401(k) feature. But if that plan is subsequently amended to add a 401(k) feature, then the provisions of Article 8 (and corresponding Section 2.8) will automatically become effective at that time.
- 1.6 **Preservation of prior amendments.** If the Employer previously amended the Plan after December 20, 2019 to implement a provision contained in one or more Articles of this Amendment, that prior amendment shall remain in effect and will not be superseded by this Amendment, unless Section 1.6(a) is selected. For example, if the Employer previously adopted an amendment to implement the BAMA provisions of Article 10, that amendment remains in effect, notwithstanding the provisions of this Amendment, unless Section 1.6(a) is selected.
- (a) This amendment supersedes all prior inconsistent amendments of the Plan.

**ARTICLE 2
IDENTIFICATION; ELECTIONS**

- 2.1 **Identifying information.**
- A. Name of Employer: Scott Valley Unified School District
- B. Name of Plan: Scott Valley Unified School District 457(b) Plan
- C. Type of Plan (*select one, optional*)
- (1) 401(k) Plan
- (2) Profit-Sharing Plan (other than a 401(k) plan)
- (3) Money Purchase Pension Plan
- (4) Defined Benefit Plan (including a cash balance plan)
- (5) 403(b) Plan
- (6) 457(b) Plan (select one): Governmental employer Tax-exempt employer
- 2.2 **Plan Type Definitions.** "Qualified Plan" means a 401(k) Plan, Profit-Sharing Plan, Money Purchase Pension Plan or Defined Benefit Plan. "Defined Contribution Plan" means a Qualified Plan other than a Defined Benefit Plan.

2.3 Operating Elections. Many subsequent Articles of this Amendment refer to elections appearing in this Article 2. Each of Sections 2.4 through 2.10 refers to a corresponding Article. For example, Section 2.4 has the elections related to Article 4. The definitions in those Articles apply to the elections in the corresponding Section of this Article 2, and those elections have the same effective date as the corresponding Article. Each Section of this Article lists the default provisions which will apply if no election is made. If you accept the default(s), there is no need to complete the Section. There are no elective provisions which apply to Article 3 or Articles 11 through 16. The following are the defaults and a summary of the Articles for which there are no elections.

- Article 3. Permits retroactive safe harbor 401(k) amendments (to appear in separate document). Eliminates requirement of safe harbor notice for safe harbor nonelective.
- Article 4. QBADs are not permitted.
- Article 5. Distributions of RMDs will not begin before a Participant turns 72.
- Article 6. The Plan will apply its RMD provisions with respect to the 5-year rule in administering the 10-year rule.
- Article 7. RMDs subject to 5-Year Rule for participants who died from 2015 through 2019 are extended one year unless the beneficiary objects.
- Article 8. None of the optional elections with regard to LTPT Employees apply.
- Article 9. The QACA maximum automatic deferral is 10% of compensation.
- Article 10. The amendment does not modify the minimum age for in-service distributions.
- Article 11. Administrative policy can permit distributions of Discontinued Lifetime Income Investments.
- Article 12. Updated RMD tables and 2022 transition.
- Article 13. Permits retroactive plan adoption.
- Article 14. Difficulty of care payments are compensation for purposes of Code §415 only.
- Article 15. 403(b) plans can distribute custodial accounts on termination.
- Article 16. Deemed IRA accounts are not subject to maximum age.

Check (a) or (b).

- (a) All defaults apply. *Skip the rest of Article 2 and sign the amendment.*
 (b) One or more defaults do not apply. *Complete those sections in Article 2 for which you do not accept the default; then sign the amendment.*

2.4 Article 4 – Birth/Adoption Distributions. In the absence of an election below, Article 4 does NOT apply. To permit QBADs (Qualified Birth and Adoption Distributions), check (a). If QBADs are available, they apply to all accounts except as provided in Article 4 or in elections (b), (c), (d), or (e). *(Select all that apply.)*

- (a) Article 4 applies effective January 1, 2020, unless a different date is selected in (1) below.
 (1) _____ *(Enter date after December 31, 2019.)*
 (b) QBADs may only be made from accounts in which the Participant is fully vested.
 (c) QBADs are only available from the following Accounts *(select one or more)*:
 (1) Pre-Tax Elective Deferrals
 (2) Roth Elective Deferrals
 (3) Employer matching contributions (including safe harbor contributions and QMACs)
 (4) Employer nonelective contributions (including safe harbor contributions and QNECs)
 (5) Rollover contributions
 (6) After-tax employee contributions
 (7) Transferred accounts
 (8) Describe: _____ *(must be definitely determinable and not subject to discretion)*
 (d) QBADs are not available if the Participant has severed employment.
 (e) Describe additional limitations: _____ *(must be definitely determinable and not subject to discretion)*

2.5 Article 5 – RMD Timing. Unless Section 2.5(a) is selected, distribution of RMDs will begin for Affected Participants no sooner than April 1 of the calendar year following the year the Participant attains age 72.

- (a) Distribution of RMDs to Affected Participants will NOT be delayed on account of this Amendment (i.e., distributions will generally commence no later than April 1 of the calendar year following the year the Affected Participant attains age 70½), in accordance with Section 5.5. This election is effective for distributions after December 31, 2019, except as specified below *(Optional: select either or both of (1) or (2))*:
 (1) Section 5.5 is effective for distributions after _____ and prior to the earlier of January 1, 2022 or the date entered in 2.5(a)(2). *(Enter date on or after December 31, 2019.)*
 (2) Section 5.5 is repealed for distributions after _____ *(enter date on or after the date entered in 2.5(a)(1) and before January 1, 2022), subject to the anti-cutback rule of Code §411(d)(6) to the extent applicable.*

- 2.6 **Article 6 – 10-Year Rule for Beneficiary RMDs.** RMDs to an Eligible Designated Beneficiary of a Participant who dies prior to the Participant's RBD will be made as elected below. In the absence of an election in Section 2.6, the Plan's provisions about Beneficiary elections with regard to the 5-Year Rule will apply, substituting the 10-Year Rule for the 5-Year Rule.
- (a) **Beneficiary election.** The Eligible Designated Beneficiary may elect application of the 10-Year Rule or the Life Expectancy rule. If the Beneficiary does not make a timely election (*Select one of (1) or (2)*):
- (1) **10-year rule.** The 10-year rule applies to the Eligible Designated Beneficiary.
- (2) **Life Expectancy Rule.** The Life Expectancy rule applies to the Eligible Designated Beneficiary.
- (b) **10-year rule.** The 10-year rule applies to the Eligible Designated Beneficiary.
- (c) **Life Expectancy rule.** The Life Expectancy rule applies to the Eligible Designated Beneficiary.
- (d) **Shorter Period.** The entire interest of the Eligible Designated Beneficiary will be distributed no later than December 31 of the _____ (*enter a number of years, not exceeding "tenth"*) year following the year of the Participant's death.
- (e) **Other:** (*Describe, e.g., the 10-Year Rule applies to all Beneficiaries other than a surviving spouse Beneficiary.*) _____
- 2.7 **Article 7 - CARES RMD Waivers; 5-Year Rule.** Unless the Employer elects otherwise below, beneficiaries of Applicable Participant Accounts will have the option to extend distribution under the 5-Year Rule by one year, and in the absence of a beneficiary election the extension will apply.
- (a) **No extension without request.** The provisions of Section 7.2 apply but in the absence of a beneficiary election the extension will NOT apply.
- (b) **Not Apply.** Article 7 will NOT apply to this Plan.
- 2.8 **Article 8 – LTPT Employees.** The Employer makes the following optional elections with regard to LTPT Employees (*Select all that apply.*)
- (a) An LTPT Employee, in addition to being eligible to defer will also be treated as a Regular Participant for purposes of (*check any or all that apply*):
- (1) Receiving an allocation of the safe harbor contributions (including QACA).
- (2) Receiving an allocation of Employer matching contributions
- (3) Receiving an allocation of Employer nonelective contributions.
- (4) Making after-tax Employee voluntary contributions.
- (5) Making rollover contributions.
- (6) Making deemed IRA contributions described in Code §408(q).
- (b) The following provisions which apply to Regular Participants do not apply to LTPT Employees (*check any or all that do not apply to LTPT Employees*):
- (1) The ability to make Roth elective deferrals.
- (2) Automatic deferral provisions.
- (3) Automatic escalation provisions.
- (c) Instead of being the first day of the first month and the seventh month of the Plan Year, the LTPT Entry Date is (*select one*):
- (1) The same as the entry date which applies to Elective Deferrals of Regular Participants.
- (2) Describe: _____
- (d) In addition to Union Employees and Nonresident Aliens, the following Employees are LTPT Excluded Employees:
- (1) Employees described in a category of employees that would be excluded from the Plan even if they satisfied the minimum age and service requirements which apply to Employees generally.
- (2) Describe: _____
- (e) Instead of age 21, the LTPT Minimum Age is (*select one*):
- (1) Waived.
- (2) The same minimum age that applies to Regular Participants.
- (3) Age _____ (*Cannot exceed age 21*).
- 2.9 **Article 9 – QACA Maximum Automatic Deferrals.** In the absence of an election below, Article 9 does NOT apply and automatic deferrals under a QACA shall not exceed 10% of a Participant's Compensation. To permit automatic deferrals of up to 15% of compensation, *complete (a) below and (b) if applicable.*
- (a) Article 9 applies effective on or after the first day of the first plan year beginning after December 31, 2019, unless a different date is selected in (1) below.
- (1) _____. (*Enter date on or after the first day of the first plan year beginning after December 31, 2019.*)

(b) The following modified QACA statutory schedule will apply (the limitations in the parentheses below only applies to QACAs): *(Select and complete one of (1), (2), or (3) below. The resulting schedule must satisfy Code §401(k)(13)(C)(iii))*:

(1) **Detailed Schedule.** The following modified QACA statutory schedule will apply. **NOTE: Plan Years 1 & 2 must be between 3% and 10%. 3-14 may not exceed 15%**

<u>Plan Year of application to a Participant</u>	<u>Automatic Deferral Percentage</u>
1	_% (not less than 3 and not more than 10)
2	_% (not less than 3 and not more than 10)
3	_% (not less than 4 and not more than 15)
4	_% (not less than 5 and not more than 15)
5	_% (not less than 6 and not more than 15)
6	_% (not less than 6 and not more than 15)
7	_% (not less than 6 and not more than 15)
8	_% (not less than 6 and not more than 15)
9	_% (not less than 6 and not more than 15)
10	_% (not less than 6 and not more than 15)
11	_% (not less than 6 and not more than 15)
12	_% (not less than 6 and not more than 15)
13	_% (not less than 6 and not more than 15)
14 and thereafter	_% (not less than 6 and not more than 15)

(2) **Fixed Increase.**

- a. First plan year of application to a participant: ____ *(not less than 3 and not more than 10)*
- b. Second plan year of application to a participant: ____ *(not less than 3 and not more than 10)*
- c. In subsequent plan years the automatic deferral percentage will increase by ____% per year up to a maximum of ____% *(not more than 15)* of Compensation

(3) **Describe:** _____

2.10 **Article 10 – In-Service Distributions.** In the absence of an election below, Article 10 does NOT apply. To permit in-service distributions at age 59½ for pension plans and governmental 457(b) plans, check (a) Check (b) to specify an age greater than 59 ½. If Article 10 applies, it applies to all Accounts except as limited in Article 10.

(a) Article 10 applies effective on or after the first day of the first plan year beginning after December 31, 2019, unless a different date is selected in (1) below.

(1) _____. *(Enter date on or after the first day of the first plan year beginning after December 31, 2019.)*

(b) Age at which in-service distributions are permitted _____ *(Enter age greater than 59½)*

**ARTICLE 3
ADP SAFE HARBOR NONELECTIVE PLANS – SECURE §103**

3.1 **Application.** This Article 3 will apply only if the Plan is a 401(k) or a 403(b) Plan. It is effective for Plan Years beginning after December 31, 2019.

3.2 **No need for safe harbor notice.** If the Employer makes a Safe Harbor Nonelective Contribution, then the Plan can use the ADP Safe Harbor, whether or not Participants receive a Safe Harbor Notice, and the Plan Administrator is not required to provide a Safe Harbor Notice. However, the Plan is required to provide a Safe Harbor Notice if the plan utilizes the ACP safe harbor described in Code §401(m)(11) or (12), unless the plan is a QACA.

3.3 **Retroactive adoption.** Unless the Plan at any time during the Plan Year is a Safe Harbor Match Plan, then the Employer may amend the Plan at any time within twelve months after the end of the Plan Year to provide (A) that the Employer will make a Safe Harbor Nonelective Contribution for the entire Plan Year, (B) that the Plan qualifies for the ADP Safe Harbor for the Plan Year, and (C) that the Plan will not be required to perform the ADP Test for the Plan Year. However, if the Employer adopts the amendment on or after the 30th day before the close of the Plan Year, the Safe Harbor Nonelective Contribution must be at least 4% of the Participant's Compensation.

3.4 **Definitions.** The following terms have the meaning set forth in this paragraph as more fully provided in the plan terms pertaining to the related subject matter.

(a) A "Safe Harbor Nonelective Contribution" means a contribution described in Code §401(k)(12)(C) or Code §401(k)(13)(D)(i)(II) of at least 3% of Compensation.

(b) The "ADP Test" means the test provided in Code §401(k)(3)(ii).

- (c) The "ADP Safe Harbor" means the safe harbor provided by Code §401(k)(12)(A) or Code §401(k)(13).
- (d) A "Safe Harbor Match Plan" is a Plan which provided during the Plan Year that Participants would receive a matching contribution described in Treas. Reg. §1.401(k)-3(c) or Treas. Reg. §1.401(k)-3(k)(2).
- (e) A "Safe Harbor Notice" is a notice described in Code §401(k)(12)(D) or Code §401(k)(13)(E).
- (f) A "QACA" is a Qualified Automatic Contribution Arrangement described in Code §401(k)(13).

ARTICLE 4 BIRTH/ADOPTION DISTRIBUTIONS – SECURE Act §113

- 4.1 **Application.** This Article 4 will apply only if (1) the Plan is a Defined Contribution Plan, a 403(b) Plan, or a Governmental 457(b) Plan, and (2) the Employer elects in Section 2.4(a) for this Article 4 to apply, effective on the date specified in Section 2.4(a).
- 4.2 **Distribution Authorized.** Except as limited by Section 2.4 (b), (c), (e), a Participant may request a distribution of up to \$5,000 (per child or Eligible Adoptee) as a QBAD. The Participant may request the distribution whether or not the Participant has severed employment unless Section 2.4(d) is selected. This \$5,000 limit shall be reduced by QBADs to the Participant made with respect to the same child or Eligible Adoptee by other plans maintained by the Employer or a related employer described in Code §414(b), (c), (m), or (o). However, if the Plan is a Money Purchase Pension Plan (or the account from which the distribution is withdrawn was transferred from a Money Purchase Pension Plan), and the Participant has not separated from service, the Participant may not take a QBAD prior to attaining the earlier of Normal Retirement Age or age 59½. The Plan Administrator may adopt a policy imposing frequency limitations or other reasonable administrative conditions for QBADs.
- 4.3 **Definitions.** The following definitions apply for this Article 4 and Section 2.4:
- (a) A "QBAD" is a Qualified Birth or Adoption Distribution described in Code §72(t)(2)(H)(iii). A QBAD must be made during the 1-year period beginning on the date on which a child of the Participant is born or on which the legal adoption of an Eligible Adoptee by the Participant is finalized.
- (b) An "Eligible Adoptee" is an individual, other than a child of the Participant's spouse, who has not attained age 18 or is physically or mentally incapable of self-support. An individual is considered physically or mentally incapable of self-support if that individual is unable to engage in any substantial gainful activity by reason of any medically determinable physical or mental impairment that can be expected to result in death or to be of long-continued and indefinite duration. This provision shall be applied in a manner consistent with Part D of IRS Notice 2020-68.
- 4.4 **Rollover.** A Participant who received one or more QBADs from this Plan may, if the Plan then permits the Participant to make rollover contributions, make one or more contributions in an aggregate amount not to exceed the amount of such QBADs. The Plan will treat such a contribution as a rollover contribution made by direct trustee-to-trustee transfer within 60 days of distribution.
- 4.5 **Reliance.** The Plan Administrator may rely on an individual's reasonable representation that the individual is eligible to receive a QBAD unless the Plan Administrator has actual knowledge to the contrary.
- 4.6 **Status.** A QBAD is not an eligible rollover distribution for purpose of the obligation to permit a direct rollover under Code §401(a)(31), the notice requirement of Code §402(f), or the mandatory withholding rules of Code §3405(c)(1).

ARTICLE 5 REQUIRED BEGINNING DATE – SECURE Act §114

- 5.1 **Application.** This Article 5 will apply to all plans, regardless of type. It is effective with regard to RMDs required to be made after December 31, 2019.
- 5.2 **Delay of Required Beginning Date.** An Affected Participant's RBD shall not be earlier than April 1 of the calendar year following the year the Affected Participant attains age 72. For purposes of determining an Affected Participant's RBD, an Affected Participant will be treated as a more than 5% owner if the Participant was a 5-percent owner (as defined in Code §416(i)(1)(B)) as to the Plan Year ending in the calendar year the Participant attains age 72.
- 5.3 **Spousal Distributions.** If an Affected Participant dies prior to the Participant's RBD, and the Participant's sole Designated Beneficiary is the Participant's surviving spouse, then the RMDs to the surviving spouse will begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the Participant would have attained age 72, if later. However, this Section will apply only if the Plan, prior to this Amendment, permitted a surviving spouse to delay RMD distributions to December 31 of the calendar year in which the Participant would have attained age 70½.

- 5.4 **Definitions.** The following definitions apply for this Article 5 and Section 2.5:
- (a) A Participant is an "Affected Participant" if the Participant was born after June 30, 1949.
 - (b) An "RMD" is a Required Minimum Distribution as described in Code §401(a)(9).
 - (c) A Participant's "RBD" is the Participant's Required Beginning Date as described in Code §401(a)(9)(C), as amplified by Section 5.2.
- 5.5 **Optional Distribution Timing.** If the Employer elects in Section 2.5(a) for this Section 5.5 to apply, the timing and form of distributions to an Affected Participant will be determined as though this Article 5 had not been adopted. Distributions pursuant to this paragraph, which are not RMDs, will be treated as eligible rollover distributions for purposes of the direct rollover provisions of Code §401(a)(31). This Section 5.5 will no longer be effective for distributions after December 31, 2021, or, if earlier, the date specified in Section 2.5(a)(2).

**ARTICLE 6
BENEFICIARY RMDs – SECURE Act §401**

- 6.1 **Application.** This Article 6 will apply to all plans other than Defined Benefit Plans. This Article will not apply to qualified annuities described in SECURE Act §401(b)(4)(B).
- 6.2 **Effective Date.** Except as provided in Section 6.4, Article 6 will apply to Participants who die on or after the Effective Date of this Article. Generally, the Effective Date of this Article is January 1, 2020. In the case of a governmental plan (as defined in Code §414(d)), the Effective Date of this Article is January 1, 2022. The Effective Date of this Article 6 in the case of a collectively-bargained plan will be the date determined in SECURE Act §401(b)(2). See Section 6.5 regarding the limited application of this Article to certain accounts of Participants who died before the Effective Date of this Article.
- 6.3 **Death before RBD.** If the Participant dies before the Participant's RBD, the Plan will distribute or commence distribution of the Participant's Vested Accrued Benefit not later than as follows:
- (a) **No Designated Beneficiary** If there is no Designated Beneficiary as of September 30 of the year following the calendar year of the Participant's death, the Beneficiary's entire interest will be distributed under the 5-Year Rule.
 - (b) **Eligible Designated Beneficiary.** If the distributee of a Participant's account is an Eligible Designated Beneficiary, the Beneficiary's entire interest will be distributed under the Life Expectancy Rule unless the 10-Year Rule applies. The Employer may elect application of the Life Expectancy rule or the 10-Year Rule in Section 2.6. In the absence of an election in Section 2.6, the Plan's provisions with regard to election of the 5-Year Rule will apply, substituting the 10-Year Rule for the 5-Year Rule. A permitted Beneficiary election must be made no later than the earlier of December 31 of the calendar year in which distribution would be required to begin under the Life Expectancy Rule, or by December 31 of the calendar year which contains the tenth anniversary of the Participant's (or, if applicable, surviving spouse's) death.
 - (c) **Other Designated Beneficiaries.** If the distributee of the Participant's account is a Designated Beneficiary who is not an Eligible Designated Beneficiary, then the Beneficiary's entire interest will be distributed under the 10-Year Rule.
 - (d) **10-Year Rule.** If distribution of a deceased Participant's account thereof is subject to the "10-Year Rule," then the Plan will distribute the account in full no later than December 31 of the tenth year following the year of the Participant's death. No RMDs are required to be distributed from the account prior to that date.
- 6.4 **Death after RBD.** If the Participant dies on or after the Participant's RBD, the Participant's remaining interest will be distributed at least as rapidly as under the method of distribution being used as of the date of the participant's death, using the Life Expectancy Rule, as, and to the extent, provided by applicable guidance. If the Beneficiary is a Designated Beneficiary that is not an Eligible Designated Beneficiary, the Plan will distribute the remaining account in full no later than December 31 of the tenth year following the year of the Participant's death.
- 6.5 **Beneficiary Death.** If an Eligible Designated Beneficiary receiving distributions under the Life Expectancy Rule dies before receiving distribution of the Beneficiary's entire interest in the Participant's account, the Plan will distribute that interest in full no later than December 31 of the 10th year following the year of the Eligible Designated Beneficiary's death. Similarly, if a Participant died before the Effective Date of this Article 6, and the beneficiary died after such Effective Date, but prior to receiving full distribution of the beneficiary's interest, the Plan will distribute that interest in full no later than December 31 of the tenth year following the year of the beneficiary's death.

- 6.6 **Age of Majority.** If a child of the Participant was receiving distributions under the Life Expectancy rule, when the child reaches the age of Majority, the Plan will distribute the child's account in full no later than 10 years after that date, provided the child is not otherwise an Eligible Designated Beneficiary, such as a disabled or chronically ill individual.
- 6.7 **Definitions; operating rules.** The following definitions and operating rules apply for this Article 6 and Section 2.6:
- (a) An "RMD" is a Required Minimum Distribution as described in Code §401(a)(9).
 - (b) A Participant's "RBD" is the Participant's Required Beginning Date as described in Code §401(a)(9)(C) and the Plan. Also see Section 5.2.
 - (c) A distributee of a Participant's account is a "Designated Beneficiary" if the distributee is an individual or trust who is a beneficiary of the account (whether pursuant to a designation by the Participant or application of the Plan terms) and who is a designated beneficiary under Code §401(a)(9) and Treas. Reg. §1.401(a)(9)-4, Q&As-4 and -5.
 - (d) An individual is an "Eligible Designated Beneficiary" of a Participant if the individual qualifies as a Designated Beneficiary and is (1) the Participant's spouse, (2) the Participant's child who has not reached the age of Majority, (3) an individual not more than 10 years younger than the Participant, (4) a disabled individual, as defined in Code §72(m)(7), or (5) an individual who has been certified to be chronically ill (as defined in Code §7702B(c)(2)) for a reasonably lengthy period, or indefinitely. Certain trusts may be treated as Eligible Designated Beneficiaries pursuant to Code §401(a)(9)(H)(iv) and (v).
 - (e) Whether a child has reached the age of "Majority" is determined under Code §401(a)(9)(F) and applicable regulations and guidance issued thereunder.
 - (f) The "Life Expectancy Rule" for distributing RMDs is described in Code §401(a)(9)(B)(iii) and is further described in the Plan.
 - (g) The "5-Year Rule" for distributing RMDs is described in Code §401(a)(9)(B)(ii) and is further described in the Plan.
 - (h) The "10-Year Rule" is described in Section 6.3(d).
 - (i) **Shorter period.** Section 2.6 may specify a shorter period to be used in place of the tenth year after the death of a Participant or Beneficiary.
 - (j) **Separate share rule.** All references in this Article to a Participant's Account and a Beneficiary's interest in that account will be applied separately to each separate account determined under Treas. Reg. §1.401(a)(9)-8, Q&A 2 and 3, and Code §401(a)(9)(H)(iv).

ARTICLE 7
EXTENSION OF 5-YEAR RULE FOR RMDs – CARES §2203

- 7.1 **Application.** This Article 7 will apply only to Defined Contribution plans, including 401(k) Plans, Profit-Sharing Plans, Money Purchase Pension Plans, 403(b) Plans, and 457(b) Plans sponsored by governmental employers. It does not apply to Defined Benefit Plans or to 457(b) Plans sponsored by tax-exempt employers. It does not apply if the Employer has selected Section 2.7(b); otherwise, it is effective January 1, 2020.
- 7.2 **Waiver; default provision.** The beneficiary of an Applicable Participant Account will have the option to extend the deadline to distribute the account for one year. The default in the absence of a beneficiary election will be to extend the distribution, unless the Employer elects in Section 2.7(a) for the default to be not to extend unless the beneficiary requests it.
- 7.3 **Definitions.** The following definitions apply for this Article 7 and Section 2.7:
- (a) "RMDs" means required minimum distributions described in Code §401(a)(9).
 - (b) The "5-Year Rule" for distributing RMDs is described in Code §401(a)(9)(B)(ii) and is further described in the Plan.
 - (c) "Applicable Participant Account" means the remaining account of a Participant who died during the years 2015-2019, to the extent the account is subject to the 5-Year Rule.

**ARTICLE 8
LONG-TERM PART-TIME EMPLOYEES – SECURE §112**

- 8.1 **Application.** This Article 8 will apply only if the Plan is a 401(k) Plan that permits elective deferrals. It is effective for Plan Years beginning after December 31, 2020.
- 8.2 **LTPT Employee Deferrals.** An LTPT Employee will be eligible to make Elective Deferrals to the Plan. An LTPT Employee enters the Elective Deferral portion of the Plan on the Employee's LTPT Entry Date if the Employee is still an LTPT Employee on that Entry Date. The provisions of the Plan relating to rehired employees, breaks in service, and change in status will apply to LTPT Employees.
- 8.3 **Limited Participation.** An LTPT Employee who is eligible to make Elective Deferrals under Section 8.2 will be a Participant solely with regard to Elective Deferrals and related Account Balances. Except as otherwise provided in Section 2.8(a), an LTPT Employee will not be eligible (1) to receive any employer contributions, including top-heavy minimum allocations and safe harbor contributions, (2) to make after-tax Employee voluntary contributions, (3) to make rollover contributions (unless otherwise permitted under the Plan's administrative policies related to rollover contributions), or (4) to make deemed IRA contributions described in Code §408(q).
- 8.4 **Satisfaction of Eligibility Conditions.** If and when an LTPT Employee becomes a Regular Participant, the individual will no longer be an LTPT Employee, but will instead participate in the Plan in the same manner as other Regular Participants, except as provided in Section 8.5.
- 8.5 **Vesting.** For purposes of applying any vesting schedule in the Plan applicable to Employer contributions other than elective deferrals, an LTPT Employee or a Regular Participant who was previously an LTPT Employee (1) will be credited with a Year of Service for each vesting computation period during which the Employee was credited with more than 500 Hours of Service (or such lower requirement as may apply to Regular Participants) in such period, and (2) will not be credited with a break in service for any vesting computation period unless the Employee has no more than 500 Hours of Service in such period. The Plan Administrator may optionally apply any simplified method of determining years of service under this Section announced by the IRS.
- 8.6 **Testing.** Pursuant to Code §401(k)(15)(i)(II), the Plan Administrator may elect to exclude LTPT Employees from coverage testing under Code §410(b), the ADP test of Code §401(k)(3), the ACP test of Code §401(m)(2), and other nondiscrimination testing under Code §401(a)(4).
- 8.7 **Application of Elective Deferral Provisions.** Except as otherwise provided in Section 2.8(b), all provisions of the Plan related to Elective Deferrals which apply to Regular Participants also apply to LTPT Employees who are eligible to defer, including as applicable (1) eligibility to make Roth deferrals, (2) automatic enrollment provisions, (3) automatic escalation provisions.
- 8.8 **Definitions.** The following definitions apply for this Article 8 and Section 2.8:
- (a) An "LTPT Employee" means a long-term part-time employee described in Code §§401(k)(2)(D) and 401(k)(15). Specifically, an LTPT Employee is an Employee, other than an LTPT Excluded Employee, who has not entered the Plan as a Regular Participant, but who is credited with at least three (3) consecutive Eligibility Computation Periods beginning after December 31, 2020 with at least 500 Hours of Service in each and who has attained the LTPT Minimum Age.
- (b) With regard to an LTPT Employee, the "LTPT Entry Date," unless otherwise specified in Section 2.8(c), is the earlier of the first day of the first month or the seventh month of the Plan Year immediately following or coincident with the date an Employee becomes an LTPT Employee. In no event will the LTPT Entry Date exceed the maximum delay in participation specified in Code §410(a)(4).
- (c) An "LTPT Excluded Employee" refers to a Union Employee or a Nonresident Alien and those individuals described in Section 2.8(d). However, in no event will an Employee be an LTPT Excluded Employee merely because the Employee failed to satisfy a service condition, or is a part-time, seasonal, or temporary employee. In no event will an Employee be an LTPT Excluded Employee to the extent such an exclusion is not permitted under applicable IRS guidance.
- (d) The "LTPT Minimum Age" is 21 unless Section 2.8(e) specifies a different age (or waives the LTPT Minimum Age). The LTPT Minimum Age shall not exceed 21.
- (e) An Employee is a "Regular Participant" if the Employee has satisfied all conditions to enter the Plan (or any portion thereof) determined without regard to this Article 8, including those relating to the Employee's entry date. An LTPT Employee becomes a Regular Participant on such entry date.
- (f) A "Union Employee" is an employee described in Code §410(b)(3)(A).

(g) A "Nonresident Alien" is an employee described in Code §410(b)(3)(C).

**ARTICLE 9
QACA MAXIMUM AUTOMATIC DEFERRAL – SECURE §102**

- 9.1 **Application.** This Article 9 will apply only if (1) the Plan is a 401(k) Plan or a 403(b) Plan, and (2) the Employer elects in Section 2.9 for this Article 9 to apply, effective on the date specified in Section 2.9(a).
- 9.2 **Higher Maximum Contribution.** If the Plan includes a QACA, then the automatic deferral percentage which applies to a Participant (referred to as the "qualified percentage" in Treas. Reg. §1.401(k)-12(j)(2)) shall not exceed 10% of the Participant's Compensation during the Initial Period and shall not exceed 15% of the Participant's Compensation after the Initial Period.
- 9.3 **Validation; Policy.** If the Employer amends or has amended the plan (effective for a Plan Year beginning on or after the effective date specified in Section 2.9) to provide for an automatic deferral percentage which does not exceed the limitations of Section 9.2, the amendment is valid notwithstanding any limitations contained in any provision of the Plan which would limit the automatic deferral percentage to 10%. The Plan Administrator may adopt a reasonable, uniform policy in applying the increased limit provided by this Article 9 to QACA automatic escalation provisions in effect prior to the effective date of the Article.
- 9.4 **Definitions.** The following definitions apply for this Article 9 and Section 2.9:
- (a) "QACA" means a Qualified Automatic Contribution Arrangement described in Code §401(k)(13).
- (b) The "Initial Period" for a Participant begins when the Participant first has contributions made pursuant to a default election under the QACA for a Plan Year and ends on the last day of the following Plan Year.

**ARTICLE 10
IN-SERVICE PENSION DISTRIBUTIONS – BAMA §104**

- 10.1 **Application.** This Article 10 will apply only if (1) the Plan is a Money Purchase Pension Plan, a Defined Benefit Plan, or a Governmental 457(b) Plan, or, as described in Section 10.3, a 401(k) or Profit-Sharing Plan, and (2) the Employer elects in Section 2.10 for this Article 10 to apply, effective on the date specified in Section 2.10(a).
- 10.2 **Distribution at 59½.** A Participant can take an in-service distribution at age 59½, or, if later, the age (if any) specified in Section 2.10(b). Such a distribution will be limited to the vested portion of the Participant's accrued benefit or account and will be subject to all Plan provisions related to in-service distributions. If the Plan is a Governmental 457(b) Plan, the Plan can operationally permit distributions as early as January 1 of the calendar year the Participant attains 59½ (or such later age).
- 10.3 **Limited application to Profit-Sharing Plans.** If the Employer elects in Section 2.10 for this Article 10 to apply, this Article 10 will apply to an account in a 401(k) Plan or a Profit-Sharing Plan which holds assets transferred from a Money Purchase Pension Plan or a Defined Benefit Plan.

**ARTICLE 11
DISTRIBUTIONS OF DISCONTINUED LIFETIME INCOME INVESTMENTS – SECURE §109**

- 11.1 **Application.** This Article 11 will apply only if (1) the Plan is a Defined Contribution Plan, a 403(b) Plan, or a Governmental 457(b) Plan. It is effective for Plan Years beginning after December 31, 2019.
- 11.2 **Distributions authorized.** The Plan Administrator may authorize Participants to request, and as soon as practical after a Participant makes the request, the Plan will make a distribution of a Discontinued Lifetime Income Investment. Distribution under this Article is limited to the 90-day period prior to the date on which the Lifetime Income Investment is no longer authorized to be held as an investment option under the Plan. Such distribution will be in the form of a Qualified Distribution, or in the form of a Qualified Plan Distribution Annuity Contract, as determined by the Plan Administrator. The Plan Administrator will administer this section in a reasonable, nondiscriminatory manner, and may authorize distributions of some Discontinued Lifetime Income Investments and not others.
- 11.3 **Definitions.** The terms "Lifetime Income Investment," "Qualified Distribution" and "Qualified Plan Distribution Annuity Contract" have the meanings set forth in Code §401(a)(38)(B). A "Discontinued Lifetime Income Investment" is a Lifetime Income Investment which will no longer be authorized to be held as an investment option under the Plan.

**ARTICLE 12
UPDATED LIFE EXPECTANCY TABLES – TREAS. REG. §1.401(a)(9)-9**

- 12.1 **Application.** This Article 12 will apply to all plans and is effective for distribution calendar years beginning on or after January 1, 2022.
- 12.2 **New RMD Tables.** Any Plan reference to the life expectancy tables detailed in Treas. Reg. §1.401(a)(9), such as the Uniform Life Table, the Single Life Table, or the Joint and Last Survivor Table, refers to these tables as published in Treas. Reg. §1.401(a)(9)-9 from time to time, and is subject to adjustment as described in Treas. Reg. §1.401(a)(9)-9(f).

**ARTICLE 13
ADOPTION OF PLAN AFTER YEAR END – SECURE §201**

- 13.1 **Application.** This Article 13 will apply only if the Plan is a Qualified Plan. It is effective for Plan Years beginning after December 31, 2019.
- 13.2 **Retroactive Plan Adoption.** If the Employer adopted the underlying Plan to which this Amendment relates after the close of a taxable year, but prior to the due date (including extensions) of the Employer's federal income tax return for that taxable year, the Plan is treated as having been adopted as of the last day of the taxable year if the Plan's initial effective date is any date within that taxable year. However, no Participant may make elective deferrals to the Plan prior to the date it was adopted.

**ARTICLE 14
DIFFICULTY OF CARE PAYMENTS – SECURE §116**

- 14.1 **Application.** This Article 14 will apply only if the Plan is a Defined Contribution Plan or a 403(b) Plan. It is effective for Plan Years beginning after December 31, 2015.
- 14.2 **Inclusion in 415 Compensation.** The amount of a Participant's Compensation for purposes of determining the annual addition limit under Code §415(c)(1)(B) is increased by the amount of Difficulty of Care Payments the Employer makes to the Participant.
- 14.3 **Definition.** A "Difficulty of Care Payment" is a payment described in Code §131(c)(1) made in connection with qualified foster individuals.

**ARTICLE 15
403(b) TERMINATION DISTRIBUTIONS – SECURE §110**

- 15.1 **Application.** This Article 15 will apply only if the Plan is a 403(b) Plan. It is effective January 1, 2009.
- 15.2 **Custodial Accounts.** In connection with distributions upon termination of the Plan, the Plan may treat the delivery of a custodial account as a distribution, pursuant to Rev. Rul. 2020-83.

**ARTICLE 16
REPEAL OF DEEMED IRA MAXIMUM AGE – SECURE §107**

- 16.1 **Application.** This Article 16 will apply only if the Plan permits deemed IRA contributions (sometimes called "designated IRA" contributions) described in Code §408(q). It is effective January 1, 2020.
- 16.2 **No Maximum Age.** To the extent the Plan otherwise permits a Participant to make deemed IRA contributions, the Participant may make such contributions regardless of whether the Participant has attained age 70½ or any other age.

This Amendment has been executed on 12/19/2022

Name of Employer: Scott Valley Unified School District

By: Lillian Eastlick
Lillian Eastlick (Dec 22, 2022 07:47 PST)

CERTIFICATE OF ADOPTING RESOLUTION

The undersigned authorized representative of Scott Valley Unified School District (the Employer) hereby certifies that the following resolution was duly adopted by Employer on 01/18/2023 and that such resolution has not been modified or rescinded as of the date hereof:

RESOLVED, the Amendment to Implement Secure Act Provisions to the Scott Valley Unified School District 457(b) Plan (the Amendment) is hereby approved and adopted and that an authorized representative of the Employer is hereby authorized and directed to execute and deliver to the Plan Administrator the Amendment and to take any and all actions as it may deem necessary to effectuate this resolution.

The undersigned further certifies that attached hereto is a copy of the Amendment approved and adopted in the foregoing resolution.

Date: 12/22/2022

Signed: *Lillian Eastlick*
Lillian Eastlick (Dec 22, 2022 07:47 PST)

Lillian Eastlick
[print name/title]

**SUMMARY PLAN DESCRIPTION
FOR YOUR 457 PLAN**

MATERIAL MODIFICATIONS – SECURE ACT

This is a Summary of Material Modifications regarding the Scott Valley Unified School District 457(b) Plan ("Plan"). This is merely a summary of important changes to the Plan and information contained in the Summary Plan Description ("SPD") previously provided to you. It supplements and amends that SPD so you should retain a copy of this document with your copy of the SPD. If you have any questions, contact the Administrator. If there is any discrepancy between the terms of the Plan, as modified, and this Summary of Material Modifications, the provisions of the Plan will control.

Qualified Birth or Adoption Distribution. Effective January 1, 2020, you may request a distribution of up to \$5,000 per child as a Qualified Birth or Adoption Distribution (QBAD), provided certain conditions are met. A QBAD must be made during the 1-year period beginning on the date your child is born or the date you adopt someone who is not your child or your spouse's child and who is under age 18 or is physically or mentally incapable of caring for themselves. You can later recontribute this distribution to an IRA or, in some situations, to this Plan. A QBAD may be made from the vested portion of all accounts.

Required Minimum Distributions. The law requires that retirement plans distribute funds at least as rapidly as specified in the required minimum distribution (RMD) rules. The Plan has been amended to conform to recent changes in those rules. Effective after December 31, 2021, the law now requires complete distributions to some beneficiaries of deceased participants within 10 years after death. Generally, if your beneficiary is not a person, then your entire death benefit must be paid within five years after your death.

Distributions must generally begin by April 1 of the calendar year following the year you turn age 70 1/2 (if you were born before July 1, 1949) or age 72 (if you were born after June 30, 1949) or, in some cases, when you retire, if later. For more information, see IRS Publication 590-B.

In-Service Distributions. Beginning on the first day of the first plan year after December 31, 2019 a Participant can take an in-service distribution from the Plan at age 59 1/2. The amount of the distribution will be limited to the Participant's vested accrued benefit or account balance. It will be subject to all restrictions, procedures, and plan provisions which otherwise apply to such in-service distributions.

Signature: 
Lillian Eastlick (Dec 22, 2022 07:47 PST)

Email: jedwards@svusd.us

Title: CBO



SCOTT VALLEY UNIFIED SCHOOL DISTRICT

ENSURING HIGH LEVELS OF LEARNING FOR ALL STUDENTS

January 19, 2023

TO: SVUSD Board of Trustees

FROM: Lillian Eastlick, CBO

SUBJECT: Proposed Increase of Substitute Rates

District Administration presents the following adjustments to the substitute rates, effective January 1, 2023, for Board approval, as follows:

	Current	Proposed
Substitute Teacher (Day-to-Day)	140.00	210.00
Long-Term Substitute Teacher without Preliminary or Clear Credential	224.00	231.00
Long-Term Substitute Teacher with Preliminary or Clear Credential	224.00	273.00
Yard / Preschool / After School Aide (no AA requirement)		
Cafeteria helper		
Food Service / Delivery Worker		
Custodian, Maintenance/Custodian		
Preschool Teacher, Associate Preschool Teacher		
Cook	15.00	16.50
Library Aide		
Paraprofessional (AA / NCLB requirement)		
Preschool Lead Teacher, Preschool Master Teacher		
School Secretary		
Tutor (all programs except Title VI)	15.00	15.50/hr.
Student Workers	15.00	15.50/hr.
Title VI Tutor	16.13	16.93

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
Certificated Substitute, Intermittent Service
 2022-2023 Salary Schedule
 Effective January 1, 2023

Position	Full Day	Half Day
Substitute Teacher (Day-to-Day)	\$ 210.00	\$ 105.00
Long-term Substitute Teacher <i>without</i> Preliminary or Clear Credential	\$ 231.00	\$ 115.50
Long-term Substitute Teacher <i>with</i> Preliminary or Clear Credential	\$ 273.00	\$ 136.50

NOTE:

1. The normal work day for a substitute teacher is 7 hours per day
2. Long-term substitute rate begins after ten consecutive days in the same assignment

Board Approved:

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
Classified Day-to-Day Substitute, Intermittent Service
 2022-2023 Salary Schedule
 Effective January 1, 2023

Range	Position	Placement
A	Yard / Preschool / After School Aide (no AA requirement) Cafeteria helper Food Service / Delivery Worker Custodian, Maintenance/Custodian Preschool Teacher, Associate Preschool Teacher Cook Library Aide Paraprofessional (AA / NCLB requirement) Preschool Lead Teacher, Preschool Master Teacher School Secretary	16.50
B	Bus Driver	25.00
B	Bus Driver Training Rate	Step 1 Bus Driver Classified Salary Schedule

NOTE:

The rate of pay for a person who substitutes on a long-term basis, longer than 20 days will be paid at Step 1 of the corresponding position on the classified salary schedule.

Board Approved:

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
Title VI and Supplemental Programs, Unrepresented
 2022-2023 Salary Schedule
 Effective January 1, 2023

Range	Position	Step 1	Step 2	Step 3	Step 4	Step 5
A	Tutor (all programs except Title VI)	15.50/hour				
B	Student Workers	15.50/hour				
C	Enrichment Instructor	50.00/hour				
D	Title VI Tutor	16.93	17.27	17.61	17.97	18.33
E	Interpreter for district	25.00				

NOTE:

Salary placement will be based on experience.

Board Approved:

Etna High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Welcome to Etna High. Our school is an excellent place for students to prepare for college, careers, and their roles as citizens of the United States of America. Above all, we are responsible for providing our students with an education that will help them realize their greatest potential. Along with the specific content knowledge and skills our teachers provide in every course, we believe our classrooms should be special environments where students: Do meaningful and challenging work each day. Practice higher-order thinking skills. Solve problems, together and independently. Frequently express their ideas in writing. Speak before an audience—to persuade, inform, enlighten, and entertain. Function as independently as possible—thinking and creating with plenty of teacher encouragement, questions, and guidance. Grow as people who will want to pursue learning, beyond their days in school. Recognizing that many of our students' desire careers based on technical knowhow and skills, we believe it is important to offer a solid array of Career Technical Education courses and career pathways in which all students can participate.

Etna, established part of a gold rush community in 1891, lies 37 miles south of the Oregon border and 60 miles east of the Pacific coast. The town of Etna is located 27 miles southwest of Yreka, the county seat of Siskiyou County. Scott Valley is a high mountain valley bordered by the Trinity Alps and the Marble Mountains. Etna High School is part of the Scott Valley Unified School District which serves an area of approximately 1,500 square miles and encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of the Salmon. Our school is one of five schools in the Scott Valley Unified School District. The others are Etna Elementary School, Fort Jones Elementary School, Scott River High School, and Scott Valley Junior High School. Etna High is the district's only comprehensive high school. It serves 190 students in grades 9 through 12. Our shared vision is that Etna High School is a learning community that helps all students become productive citizens through participation in academic, social and extracurricular opportunities. The school is a partnership of staff, students, parents, and community members dedicated to academic excellence and Lion Pride.

Etna High School's mission is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students be life-long learners, and to be college or career ready upon graduation.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	54
Grade 10	50
Grade 11	45
Grade 12	41
Total Enrollment	190

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	10.0
Asian	2.1
Black or African American	1.1
Filipino	0.0
Hispanic or Latino	13.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.0
White	61.1
English Learners	1.6
Foster Youth	0.0
Homeless	4.7
Migrant	0.0
Socioeconomically Disadvantaged	53.7
Students with Disabilities	10.0

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.90	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	
Local Assignment Options	2.90	
Total Out-of-Field Teachers	3.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Timeless Voice, Timeless Themes [Gold], Prentice Hall (2000) Timeless Voice, Timeless Themes [Platinum], Prentice Hall (2000) Timeless Voice, Timeless Themes [The American Experience], Prentice Hall (2000) Timeless Voice, Timeless Themes [The British Tradition], Prentice Hall (2000) Great Source Vocabulary for Achievement (2000)		
Mathematics	Integrated Math I, Carnegie Learning (2012) Integrated Math II, Carnegie Learning (2013) Integrated Math III, Carnegie Learning (2013) Intergrated Math IV, McGraw Hill (2012) Financial Algebra: Advanced Algebra With Financial Applications, Cengage Learning (2011) Pre-Calculus with Trigonometry 2nd Edition, Key Curriculum Press (2007)		
Science	Earth Science, Glencoe (2002) Science Spectrum Physical Science, Holt (2008) Biology, Glencoe (2007) Chemistry, Prentice Hall (2005) Ornamental Horticulture, Delmar (2004) Managing Our Natural Resources, Delmar (1997) Physics, McGraw Hill (2013)		
History-Social Science	World History: The Human Journey, Holt (2005) The Americans, Houghton Mifflin Harcourt (2012) American Government, MacGruder (2006) Economics: Today and Tomorrow , Glencoe (2008) The American Pageant, Wadsworth (15th edition)		
Foreign Language	Realidades 1, Prentice Hall (2011) Realidades 2, Prentice Hall (2011)		
Health	Teen Health, Glenco/McGraw Hill		
Visual and Performing Arts	Journalism Today, National Textbook Company (2000) Adobe Illustrator Adobe InDesign Adobe Photoshop		
Science Laboratory Equipment (grades 9-12)	Provided for all students		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2022	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned	

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Minor floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	54	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	53	N/A	35	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	41	35	85.37	14.63	54.29
Female	17	13	76.47	23.53	76.92
Male	24	22	91.67	8.33	40.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	61.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	24	21	87.50	12.50	52.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	41	35	85.37	14.63	52.94
Female	17	13	76.47	23.53	61.54
Male	24	22	91.67	8.33	47.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	55.56
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	24	21	87.50	12.50	55.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	33.33	NT	34.81	28.5	29.47

2021-22 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	73	72	98.63	1.37	33.33
Female	31	30	96.77	3.23	40
Male	42	42	100	0	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	15	15	100	0	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	44.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100	0	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

Etna High School offers seven Career Technical Education Pathways within three separate Industry Sectors: Agriculture & Natural Resources, Hospitality, Tourism & Recreation, and Manufacturing & Product Development. In order to become a "pathway completer," students must complete all courses listed under their chosen pathway. It is not required for students to complete a pathway in order to graduate from Etna High School, but we highly encourage students to complete multiple pathways in order to develop multiple skill sets to build upon in their future endeavors. The Agricultural and Natural Resources sector includes the following classes: Sustainable Ag Biology, Ag Core, Ag Business, Ag Mechanics, Ag and Soil Chemistry, and Advanced Ag Science. The Hospitality, Tourism, and Recreation sector has Culinary Arts classes. And, our newest sector has these classes for the Manufacturing and Product Development pathways: Yearbook, Computer Graphics classes, Ag Woodshop, Ag Mechanics, and Ag CAD Manufacturing. The Director of School Operations, is the primary representative of the district's CTE Advisory Committee.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	163
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	12.5
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.95
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	58.97

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96.36	98.18	98.18	98.18	98.18
Grade 7	98.18	98.18	98.18	98.18	98.18
Grade 9	88.88	88.88	88.88	92.59	94.44

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.

2022-23 Opportunities for Parental Involvement

As the School Site Council, parents, students, teachers, and school support staff meet four times each year to analyze and discuss school issues, establish school goals, and conduct and evaluate the annual parent survey. Beyond welcome back day held each August, parents also attend various grade level sessions, presented by our counselor, that focus on academic progress, college/career preparation, scholarships, and financial aid. The parent newsletter, published and sent home each month via mail and email, includes the Counselor's Corner feature providing continual academic, career, and college information. In addition, many teachers maintain class websites and/or Google Classrooms supplying parents with specific course information regarding class activities, projects, and homework. Teachers also communicate with parents, individually, via email messages. The parent-run, athletic booster club, Lion Pride, meets each month to identify needs and provide significant financial assistance for Etna's extracurricular sports programs. Parents continually volunteer invaluable time and resources to our programs as field trip and away game drivers, event organizers, performers, speakers, and much more.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0	0		0	0		8.9	7.8
Graduation Rate		97.8	97.6		98.1	97.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	41	40	97.6
Female	20	19	95.0
Male	21	21	100.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	23	22	95.7
English Learners	--	--	--
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	31	31	100.0
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	208	200	72	36.0
Female	98	93	30	32.3
Male	109	106	42	39.6
American Indian or Alaska Native	22	22	8	36.4
Asian	4	4	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	32	28	12	42.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	20	19	8	42.1
White	121	118	39	33.1
English Learners	6	4	1	25.0
Foster Youth	1	1	0	0.0
Homeless	9	8	3	37.5
Socioeconomically Disadvantaged	124	119	50	42.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	21	21	11	52.4

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.88	4.69	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.56	4.81	1.85	5.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.81	0.00
Female	3.06	0.00
Male	6.42	0.00
American Indian or Alaska Native	18.18	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.00	0.00
White	2.48	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Etna High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	6	5	
Mathematics	16	7	4	
Science	15	4	2	
Social Science	14	6	3	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	11	1	
Mathematics	10	9	2	
Science	12	5	1	
Social Science	9	8		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 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	271.43

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,581	\$4,603	\$9,977	\$59,618
District	N/A	N/A	\$9,977	\$59,618
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

2021-22 Types of Services Funded

In addition to general fund state funding, Etna High School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- Title I, Part A
- Title II A Teacher Quality
- After School Tutoring

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/df/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$33,150	\$46,419
Mid-Range Teacher Salary	\$60,218	\$69,902
Highest Teacher Salary	\$75,757	\$97,912
Average Principal Salary (Elementary)	\$88,294	\$111,731
Average Principal Salary (Middle)	\$94,598	\$122,012
Average Principal Salary (High)	\$106,337	\$122,212
Superintendent Salary	\$142,736	\$150,971
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	2.6
--	-----

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	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Scott Valley Junior High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Scott Valley Junior High School
Street	P.O. Box 607
City, State, Zip	Fort Jones, CA 96032
Phone Number	530-468-5565
Principal	Tana Piersall
Email Address	tpiersall@svusd.us
School Website	svusd.us
County-District-School (CDS) Code	47-76455-6105480

2022-23 District Contact Information

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

2022-23 School Overview

Welcome to Scott Valley Junior High School, home of the Panthers. This School Accountability Report Card is designed to provide an understanding of our school's programs, progress and needs. Scott Valley Junior High has served the communities of Fort Jones, Etna, Callahan and Quartz Valley since the fall of 1985. The school has excellent academic programs and staff who are dedicated to promoting the success of each student. Our goal is to develop students who are independent learners, critical thinkers, and responsible citizens. Our staff has focused on the social-emotional well-being of the students for the past two years, implementing several programs and supports to improve student achievement. We have an 80% FTE school counselor as well as a full-time student services specialist. We have an after-school program that provides extra tutoring, a healthy snack and enrichment activities. SVJH maintains an active homepage that is updated regularly. The webpage provides ongoing information about the school ranging from monthly calendars, the current monthly newsletter, homework, master schedule and bell schedules. We also use Parent Square to regularly communicate information from school to home. Students and parents may check current grades online by using the Aeries portal. The address for the home page is: www.svusd.us/svjh. We want parents to feel welcome at SVJH and encourage you to visit and to be part of the ongoing school improvement process. We also encourage you to call (530) 468-5565 with any questions or suggestions you might have.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	48
Grade 7	57
Grade 8	48
Total Enrollment	153

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	38.6
Male	61.4
American Indian or Alaska Native	9.2
Asian	1.3
Black or African American	0.7
Filipino	0.0
Hispanic or Latino	16.3
Native Hawaiian or Pacific Islander	0.7
Two or More Races	12.4
White	55.6
English Learners	2.0
Foster Youth	0.7
Homeless	5.9
Migrant	0.0
Socioeconomically Disadvantaged	64.1
Students with Disabilities	7.8

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.50	68.16	35.00	80.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	17.22	2.60	6.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	6.89	4.30	9.89	12115.80	4.41
Unknown	0.70	7.52	0.70	1.64	18854.30	6.86
Total Teaching Positions	9.50	100.00	43.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.70	
Misassignments	0.90	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	27.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Study Sync		0
Mathematics	Carnegie Learning (2014) 7th & 8th grade Go Math (2014) 6th grade		0
Science	Focus on Life Science - Pearson-Prentice Hall (2008) Focus on Physical Science - Pearson-Prentice Hall (2008) Focus on Earth - CPO Science (2008) StemScopes (2016)		0
History-Social Science	Cengage - National Geographic		0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room #5 heater repairs
Interior: Interior Surfaces	X			Rooms # 7, 8, 9 ,10 Interior doors to be replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	N/A	35	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	153	152	99.35	0.65	47.37
Female	63	63	100.00	0.00	57.14
Male	90	89	98.89	1.11	40.45
American Indian or Alaska Native	15	15	100.00	0.00	13.33
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	26	26	100.00	0.00	53.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	26.09
White	84	84	100.00	0.00	58.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	102	100.00	0.00	36.27
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	16	100.00	0.00	6.25

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	153	150	98.04	1.96	32.00
Female	63	61	96.83	3.17	32.79
Male	90	89	98.89	1.11	31.46
American Indian or Alaska Native	15	14	93.33	6.67	7.14
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	26	26	100.00	0.00	19.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	21.74
White	84	83	98.81	1.19	43.37
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	102	100	98.04	1.96	22.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	16	16	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	40.82	NT	34.81	28.5	29.47

2021-22 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	49	49	100	0	40.82
Female	21	21	100	0	38.1
Male	28	28	100	0	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100	0	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100	0	47.62
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	36	36	100	0	33.33
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96.36	98.18	98.18	98.18	98.18
Grade 7	98.18	98.18	98.18	98.18	98.18
Grade 9	88.88	88.88	88.88	92.59	94.44

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.

2022-23 Opportunities for Parental Involvement

Parent involvement opportunities exist at virtually every level of the school. Panther Power Parents Club is the academic and sports booster club for Scott Valley Junior High School. This group sponsors various tournaments and academic recognition events. Panther Power also manages the snack shack at home games, chaperones school dances, and furnishes refreshments for evening meetings. Parents are encouraged to attend athletic events and assemblies throughout the year. Each quarter, selected students are recognized for their efforts in each academic class and exploratory offered. Parents are contacted with a special invitation to the awards assembly. Progress reports and quarter grade reports are mailed home and parent conferences are held once a year. Parents elect representatives to serve on the School Site Council (SSC). The SSC meets at least four times a year and provides input and feedback to the administration. The Site Council helps to set annual goals for SVJH as well as assisting in preparation of the Single Plan for Student Achievement. In addition, the Title I program has an annual parent information meeting to keep parents abreast of developments and opportunities within the program.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	164	160	47	29.4
Female	66	65	19	29.2
Male	98	95	28	29.5
American Indian or Alaska Native	15	15	5	33.3
Asian	2	2	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	26	26	7	26.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	20	19	6	31.6
White	93	90	26	28.9
English Learners	3	3	1	33.3
Foster Youth	1	1	1	100.0
Homeless	9	9	2	22.2
Socioeconomically Disadvantaged	108	107	37	34.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	3	16.7

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	9.15	4.69	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	5.41	11.59	1.85	5.32	0.20	3.17
Expulsions	0.00	0.61	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.59	0.61
Female	7.58	0.00
Male	14.29	1.02
American Indian or Alaska Native	13.33	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	20.00	0.00
White	10.75	1.08
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	16.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	22.22	0.00

2022-23 School Safety Plan

Scott Valley Junior High School provides a safe, clean environment for students, staff, and volunteers. A team of custodians and maintenance personnel ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	4	3	
Mathematics	16	4	2	
Science	16	4	2	
Social Science	16	4	2	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	4	4	
Mathematics	15	4	3	
Science	21	1	4	
Social Science	21	1	4	

2021-22 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	139.09

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,581	\$4,603	\$9,977	\$59,618
District	N/A	N/A	\$9,977	\$59,618
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

2021-22 Types of Services Funded

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

Title I, Part A
 Title II Teacher Quality
 Title VI Indian Education
 After School Program

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$33,150	\$46,419
Mid-Range Teacher Salary	\$60,218	\$69,902
Highest Teacher Salary	\$75,757	\$97,912
Average Principal Salary (Elementary)	\$88,294	\$111,731
Average Principal Salary (Middle)	\$94,598	\$122,012
Average Principal Salary (High)	\$106,337	\$122,212
Superintendent Salary	\$142,736	\$150,971
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Etna Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Etna Elementary School
Street	220 Collier Way
City, State, Zip	Etna, California 96027
Phone Number	530-467-3320
Principal	James Pindell
Email Address	jpindell@svusd.us
School Website	svusd.us
County-District-School (CDS) Code	47-76455-6050728

2022-23 District Contact Information

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

2022-23 School Overview

Etna Elementary, established in 1859 has consistently been a leader in academic achievement. The school features a variety of academic programs to foster interests of all students including rigorous academic settings, music two days per week with a credentialed music instructor, a full-scope science laboratory for hands-on science, and an outdoor learning center. Classroom teachers work diligently to design lessons aligned with common core standards while preserving high student interest and engagement. The library/media center is equipped to meet the research needs for students as they dive into project-based learning. Additionally, the school is on the cutting edge of technology, prepared with a mobile computer lab (1:1 grades 3-5 and shared grades 1-2); a fully equipped media center, in class devices, and educational software embedded in daily instruction to maintain technology proficient students as we prepare them for a mid 21st century world and economy.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	22
Grade 2	19
Grade 3	19
Grade 4	22
Grade 5	26
Total Enrollment	128

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.7
American Indian or Alaska Native	4.7
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	5.5
Native Hawaiian or Pacific Islander	0.8
Two or More Races	17.2
White	62.5
English Learners	0.0
Foster Youth	0.0
Homeless	3.9
Migrant	0.0
Socioeconomically Disadvantaged	59.4
Students with Disabilities	4.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	89.40	35.00	80.08	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	10.60	1.00	2.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	6.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	9.89	12115.80	4.41
Unknown	0.00	0.00	0.70	1.64	18854.30	6.86
Total Teaching Positions	9.40	100.00	43.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Reading Wonders published by McGraw Hill School Education		0
Mathematics	Go Math		0
Science	Full Options Science Systems (FOSS)		0
History-Social Science	Studies Weekly		0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements				
Year and month of the most recent FIT report			December 2022	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Minor floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Rooms 15,16 & kitchen, small roof leak in heavy rains
External: 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	34	N/A	35	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	67	67	100.00	0.00	38.81
Female	35	35	100.00	0.00	40.00
Male	32	32	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	36	36	100.00	0.00	47.22
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	41	100.00	0.00	26.83
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	67	67	100.00	0.00	34.33
Female	35	35	100.00	0.00	25.71
Male	32	32	100.00	0.00	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	41.18
White	36	36	100.00	0.00	38.89
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	41	100.00	0.00	26.83
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	34.62	NT	34.81	28.5	29.47

2021-22 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	26	26	100	0	34.62
Female	16	16	100	0	37.5
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	--	--	--	--	--
White	12	12	100	0	50
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100	0	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96.36	98.18	98.18	98.18	98.18
Grade 7	98.18	98.18	98.18	98.18	98.18
Grade 9	88.88	88.88	88.88	92.59	94.44

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.

2022-23 Opportunities for Parental Involvement

Parental involvement is a hallmark of Etna Elementary School. In this current year 94% of all parents participated in parent-teacher conferences during the first academic quarter. Scheduled parent volunteers support everything from reading groups and mathematics instruction, to specialized art activities, and the orchestration of school wide activities that support student learning and a positive school culture. Just a few opportunities for parents include participation in the PTO, Site Council, classroom support, field trip group leaders and SAFE volunteers. Parent/guardians' input is solicited in a variety of fashions including online surveys, site council participation and an open door and ear from site administration.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	141	133	24	18.0
Female	73	70	15	21.4
Male	68	63	9	14.3
American Indian or Alaska Native	6	6	2	33.3
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	10	10	2	20.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	25	23	9	39.1
White	82	80	7	8.8
English Learners	0	0	0	0.0
Foster Youth	1	1	1	100.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	88	82	16	19.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	7	4	57.1

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.49	4.69	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.13	1.85	5.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.13	0.00
Female	1.37	0.00
Male	2.94	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	8.00	0.00
White	1.22	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Etna Elementary School provides a safe, clean environment for students, and volunteers. A team of custodian ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster and is coordinated with community services agencies. Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	18	1	1	
1	19	1		
2	22		1	
3	27		1	
4	24		1	
5	28		1	
6				
Other	4	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	19	1	1	
1	15	1		
2	15	1		
3	13	1		
4	13	1		
5	10	2		
6				
Other	12	2		

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
K	19	1		
1	21		1	
2	18	1		
3	19	1		
4	40			1
5	24		1	
6				
Other	6	1		

2021-22 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	256

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,581	\$4,603	\$9,977	\$59,618
District	N/A	N/A	\$9,977	\$59,618
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

2021-22 Types of Services Funded

In addition to general fund state funding, Etna Elementary School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

Title I, Part A
 Title II, Teacher Quality
 Title VI, Indian Education
 After School Tutoring

Etna Elementary provides various supplemental services to support all students. These supplemental services include: Reading Academy for at-risk readers, English Language Development, iPass mathematics intervention program, Universal Access during reading/language arts, paraprofessional support for inclusion students and at-risk students, and counseling through our SEL program.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$33,150	\$46,419
Mid-Range Teacher Salary	\$60,218	\$69,902
Highest Teacher Salary	\$75,757	\$97,912
Average Principal Salary (Elementary)	\$88,294	\$111,731
Average Principal Salary (Middle)	\$94,598	\$122,012
Average Principal Salary (High)	\$106,337	\$122,212
Superintendent Salary	\$142,736	\$150,971
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Fort Jones Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

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.

2022-23 School Contact Information

School Name	Fort Jones Elementary School
Street	P.O. Box 249
City, State, Zip	Fort Jones, CA 96032
Phone Number	530-468-2412
Principal	Raylene Lang
Email Address	rlang@svusd.us
School Website	svusd.us
County-District-School (CDS) Code	47-76455-6050751

2022-23 District Contact Information

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

2022-23 School Overview

Fort Jones Elementary is a comprehensive K-5 school with an onsite state preschool which serves approximately 160 students. We are part of a small, rural, community in Northern California with a population of approximately 660. Fort Jones is nestled in beautiful Scott Valley and is surrounded by mountains, lakes, and forests. Employment consists of farming, numerous cottage industries, small-scale logging, Scott Valley Unified School District, California Department of Fish and Wildlife, Calfire and the U.S. Forest Service. We are a part of the Scott Valley Unified School District and are one of two feeder schools to the junior high school. Our district also houses a high school, continuation school, and a long-term independent study program, in addition to a state preschool, two elementary schools, and one junior high school. The Mission of Fort Jones Elementary, in partnership with students, parents, staff and community, is to provide each student with: An approved state adopted CCSS curriculum, challenging goals, timely, effective feedback, and a safe, friendly, and professional learning environment. We have high academic standards and an extremely supportive learning environment. FJE was named a California Distinguished School in 2006, a California Honor Roll School in 2016 and 2018, and our state preschool is a Golden Bell Award winner. Preschool jump starts the education of students entering Transitional Kindergarten or Kindergarten, and promotes early identification of students with special needs. By becoming a School-Wide Title 1 school, we are able to better address the needs of our students. Between our Title 1 and RSP services, we are able to offer differentiated instruction time to each student on a daily basis. These targeted interventions directly impact student achievement. Fort Jones Elementary School employs a full-time administrator, a certificated staff of seven full time classroom teachers, a full time Social Emotional Learning teacher, a part time Science Instructor and share a full-time music teacher between the two elementary schools. The classified staff includes a full-time maintenance/custodian, a full-time custodian, a full-time cook and two part-time cook's assistants, a part-time library/media/computer technician, a full-time secretary, four full-time classroom paraprofessionals, two full-time specialized student support paraprofessionals, and one full-time resource specialist paraprofessional. In addition, the school receives part-time services from a Speech Pathologist, Part time Special Education Services, and Psychological Specialists provided by the Siskiyou County Office of Education. FJES's after school program BASS (Bulldog After School Studies) employs a site coordinator, several part time paraprofessional, as well as other enrichment instructors. Our dedicated staff works extremely hard to implement all aspects of the state's standards-based educational system. They are dedicated to the belief that all children will and can achieve. All staff are appreciated and valued by a community that entrusts their children's education to Fort Jones Elementary School.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	22
Grade 1	17
Grade 2	14
Grade 3	22
Grade 4	24
Grade 5	29
Total Enrollment	128

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.5
Male	44.5
American Indian or Alaska Native	6.3
Asian	2.3
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	13.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.8
White	57.8
English Learners	0.0
Foster Youth	0.8
Homeless	3.1
Migrant	0.0
Socioeconomically Disadvantaged	57.8
Students with Disabilities	5.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	100.00	35.00	80.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	6.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.30	9.89	12115.80	4.41
Unknown	0.00	0.00	0.70	1.64	18854.30	6.86
Total Teaching Positions	9.40	100.00	43.70	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected			
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Reading Wonders published by McGraw Hill School Education		0
Mathematics	Go Math		0
Science	Full Options Science Systems (FOSS)		0
History-Social Science	Studies Weekly		0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2022
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Minor floor repairs needed, no tripping hazards
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall 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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	60	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	35	N/A	35	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	79	77	97.47	2.53	59.74
Female	50	49	98.00	2.00	61.22
Male	29	28	96.55	3.45	57.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	18	18	100.00	0.00	61.11
White	43	41	95.35	4.65	68.29
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	79	77	97.47	2.53	35.06
Female	50	49	98.00	2.00	34.69
Male	29	28	96.55	3.45	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	18	18	100.00	0.00	33.33
White	43	41	95.35	4.65	39.02
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.00	0.00	26.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.71	NT	34.81	28.5	29.47

2021-22 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	29	28	96.55	3.45	35.71
Female	18	18	100	0	38.89
Male	11	10	90.91	9.09	--
American Indian or Alaska Native	0	0	0	0	0
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	--	--	--	--	--
White	18	17	94.44	5.56	47.06
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	16	100	0	12.5
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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	96.36	98.18	98.18	98.18	98.18
Grade 7	98.18	98.18	98.18	98.18	98.18
Grade 9	88.88	88.88	88.88	92.59	94.44

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.

2022-23 Opportunities for Parental Involvement

Parental involvement is a strong component of Fort Jones Elementary School. This year we have worked hard to implement educational events, community outreach activities, and social emotional community activities to help connect our community with our students and staff in a variety of ways. Parents are invited to be a part of the PTO program, Site Council, classroom volunteers, attend school wide events, and help with community events sponsored by the school. Parents and community members also stay connected with students and staff through a variety of social media posts, yearly school performances, parent educational nights, and community partnership events.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	152	145	34	23.4
Female	85	81	15	18.5
Male	67	64	19	29.7
American Indian or Alaska Native	9	8	1	12.5
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Fillpino	0	0	0	0.0
Hispanic or Latino	20	18	4	22.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	10	1	10.0
White	85	83	23	27.7
English Learners	1	0	0	0.0
Foster Youth	2	2	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	90	84	22	26.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	11	2	18.2

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.57	4.69	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.32	1.85	5.32	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.32	0.00
Female	0.00	0.00
Male	2.99	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	2.35	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Fort Jones Elementary School provides a safe, clean environment for students, staff, and volunteers. A team of custodians and maintenance personnel ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Scott Valley Unified School District to ensure that all classrooms and facilities are well maintained. The school is in compliance with laws, rules and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster and is coordinated with community services agencies. Fire and disaster drills are conducted on a regular basis throughout the school year. Members of the Safety Plan Committee revise the School Site Safety Plan annually.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	17	1		
1	22		1	
2	21		1	
3	29		1	
4	26		1	
5	58			1
6				
Other	17	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	10	2		
1	10	1		
2	13	1		
3	14	1		
4	21		1	
5	9	2		
6				
Other	17	2	1	

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
K	22		1	
1	17	1		
2	13	1		
3	20	1		
4	24		1	
5	28		1	
6				
Other	5	1		

2021-22 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	256

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$14,581	\$4,603	\$9,977	\$59,618
District	N/A	N/A	\$9,977	\$59,618
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

2021-22 Types of Services Funded

In addition to general fund state funding, Fort Jones Elementary School receives state and federal categorical funding for special programs, which include the following categorical, special education, and support programs:

- Title I, Part A
- Title II Teacher Quality
- Title VI Indian Education
- After School Tutoring

Fort Jones Elementary provides various supplemental services to support all students. These supplemental services include: Reading Academy for at-risk readers, English Language Development, iPass mathematics intervention program, Universal Access during reading/language arts, paraprofessional support for inclusion students and at-risk students, and counseling through our SEL program.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$33,150	\$46,419
Mid-Range Teacher Salary	\$60,218	\$69,902
Highest Teacher Salary	\$75,757	\$97,912
Average Principal Salary (Elementary)	\$88,294	\$111,731
Average Principal Salary (Middle)	\$94,598	\$122,012
Average Principal Salary (High)	\$106,337	\$122,212
Superintendent Salary	\$142,736	\$150,971
Percent of Budget for Teacher Salaries	27%	29%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Scott River High
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address:	450 Campus Way Etna, CA , 96027	Principal:	Joy Isbell
Phone:	530-467-5279	Grade Span:	

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 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.

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.

About This School

Joy Isbell

Principal, Scott River High

About Our School



Contact

Scott River High
450 Campus Way
Etna, CA 96027

Phone: 530-467-5279
Email: jisbell@svusd.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Scott Valley Unified
Phone Number	530-468-2727
Superintendent	Miglis, Micheline
Email Address	mmiglis@svusd.us
Website	svusd.us

School Contact Information (School Year 2022–23)

School Name	Scott River High
Street	450 Campus Way
City, State, Zip	Etna, CA , 96027
Phone Number	530-467-5279
Principal	Joy Isbell
Email Address	jisbell@svusd.us
Website	svusd.us
County-District-School (CDS) Code	47764554730107

Last updated: 1/24/23

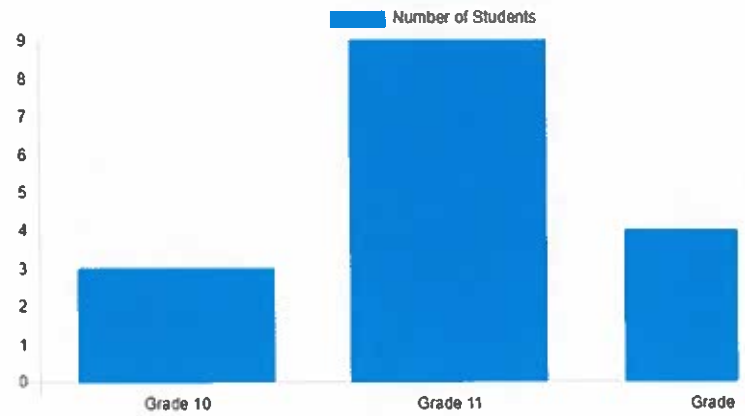
School Description and Mission Statement (School Year 2022–23)

MISSION: Scott River High School is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students be life-long learners, and to be college or career ready upon graduation. Scott River High School opened August 29, 1994 and is located in the beautiful Scott Valley, approximately 30 miles southwest of the County Seat of Siskiyou County, Yreka, California. The Scott Valley Unified School District serves an area of approximately 1,500 square miles and is composed of Etna High School, Scott Valley Junior High, Scott River High School, Fort Jones Elementary, Etna Elementary, and Scott River Adult Education program. Scott River High School serves students in grades nine through twelve with an average enrollment of approximately 12 students. The high school's attendance area encompasses all of Scott Valley, Quartz Valley, Sawyers Bar, Cecilville, and the Forks of the Salmon. The major occupations within the community are agriculture, logging, forestry, mining, tourism, and recreational businesses.

Last updated: 1/24/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 10	3
Grade 11	9
Grade 12	4
Total Enrollment	16



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	50.00%
Male	50.00%
Non-Binary	0.00%
American Indian or Alaska Native	31.30%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	12.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	56.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	31.30%
Migrant	0.00%
Socioeconomically Disadvantaged	93.80%
Students with Disabilities	18.80%

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.20	30.67	35.00	80.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	2.28	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	6.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	68.00	4.30	9.89	12115.80	4.41
Unknown	0.00	0.00	0.70	1.64	18854.30	6.86
Total Teaching Positions	0.70	100.00	43.70	100.00	274759.10	100.00

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

Last updated: 1/24/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 1/24/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.50	
Total Out-of-Field Teachers	0.50	

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: 2022 September

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature AGS English for the World of Work AGS Life Skills English Edgenuity Online Learning		0%
Mathematics	Carnegie Learning - Integrated Math I, II, III Steck-Vaughn Keys to Algebra Steck-Vaughn Mathematics of Banking and Credit Steck-Vaughn Work Steck-Vaughn Trades and Professions Steck-Vaughn Automobiles and Transportation Steck-Vaughn Housing and Taxes Steck-Vaughn Personal Finance and Investments Math: Fundamental Skills Statistics, Data, Analysis, and Probability		0%
Science	Glenco, Biology (2007) Glenco, Earth Science (2002) Prentice Hall Science Series, Physical, Earth and Space, and Life Science McGraw Hill, Physics Delmar, Ornamental Horticulture Delmar, Managing Our Natural Resources		0%
History-Social Science	PCI, U.S. History Shorts (2003) PCI, World History Shorts (2005) PCI Civics – Citizenship, Law, and Government Globe Fearon Understanding Economics: A Case Study Approach McDougal Littell The Americans PCI Economics World History The Human Journey AGS		0%
Foreign Language			0%
Health	Glenco/McGraw Hill, Teen Health		0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/24/23

School Facility Conditions and Planned Improvements

Scott River High School provides a safe, clean environment for students, staff, and volunteers. The maintenance program is administered by SVUSD to ensure that all classrooms and facilities are maintained. The self-contained building includes two academic classrooms, an arts/crafts room, a computer lab, and a central commons area that includes kitchen facilities, an office, and three handicapped-accessible bathrooms. A small storage building is adjacent to a patio area. Safety of students and staff is a primary concern of Scott River High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster and intruder drills are conducted on a regular basis throughout the school year.

Last updated: 1/24/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good
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Last updated: 1/24/23

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	--%	N/A	49%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A		N/A	35%	N/A	33%

Note: Where it was the most viable option, in 2020-21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020-21 data cells for the school, district, state have N/A values because these data are not comparable to 2021-22 data.

Note: Percentages are not calculated 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.

Note: 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.

Last updated: 1/24/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

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	--	--	--	--	--
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					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

Last updated: 1/24/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

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	--	--	--	--	--
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					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

Note: 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.

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.

Last updated: 1/24/23

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	--	NT	34.81	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

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					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

Note: 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.

Last updated: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

It is the goal of Scott River High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school’s programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts. Instructional strategies that foster critical thinking, problem solving, leadership, and academic skills to ensure work-readiness skills. Numerous outside speakers, field trips, and community service opportunities expand the students’ focus toward jobs and vocations.

Last updated: 1/24/23

Career Technical Education (CTE) Participation (School Year 2021–22)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
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	--

Last updated: 1/24/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/24/23

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

**California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	96.36%	98.18%	98.18%	98.18%	98.18%
7	98.18%	98.18%	98.18%	98.18%	98.18%
9	88.88%	88.88%	88.00%	92.59%	94.44%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022-23)

Parents who wish to participate in Scott River High School's Advisory Committee and/or become a volunteer may contact the school's office at (530) 467-5279. The Advisory Committee meets, as needed, approximately two to four times a school year.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	--	--	--	--	0.00%	0.00%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	98.10%	97.90%	--	84.20%	87.00%

Last updated: 1/24/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

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			
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			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities			0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.
 Last updated: 1/24/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	29	27	26	96.3
Female	14	13	12	92.3
Male	15	14	14	100.0
American Indian or Alaska Native	7	6	5	83.3
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	2	2	2	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	0	0	0.0
White	18	18	18	100.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	26	24	23	95.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	7	6	6	100.0

Last updated: 1/24/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	13.04%	4.69%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	3.23%	6.90%	1.85%	5.32%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.15%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/24/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.90	0.00
Female	0.00	0.00
Male	13.33	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	7.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Scott River High School provides a safe, clean environment for students, staff, and volunteers. The maintenance program is administered by SVUSD to ensure that all classrooms and facilities are maintained. Scott River High The self-contained building includes two academic classrooms, an arts/crafts room, a computer lab, and a central commons area that includes kitchen facilities, an office, and three handicapped accessible bathrooms. A small storage building is adjacent to a patio area. Safety of students and staff is a primary concern of Scott River High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster and intruder drills are conducted on a regular basis throughout the school year.

Last updated: 1/24/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	4		
Mathematics	3.00	6		
Science	4.00	3		
Social Science	9.00	3		

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	6		
Mathematics	6.00	3		
Science	2.00	5		
Social Science	4.00	6		

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	5		
Mathematics	4.00	4		
Science	2.00	6		
Social Science	2.00	7		

* Number of classes indicates how many classrooms 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.

Last updated: 1/24/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	160.00

* 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.

Last updated: 1/24/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.10
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.00

* 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.

Last updated: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14581.00	\$4603.00	\$9977.00	\$59618.00
District	N/A	N/A	\$9977.00	\$59618.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$6593.62	\$73001.00
Percent Difference – School Site and State	N/A	N/A	34.00%	-22.00%

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

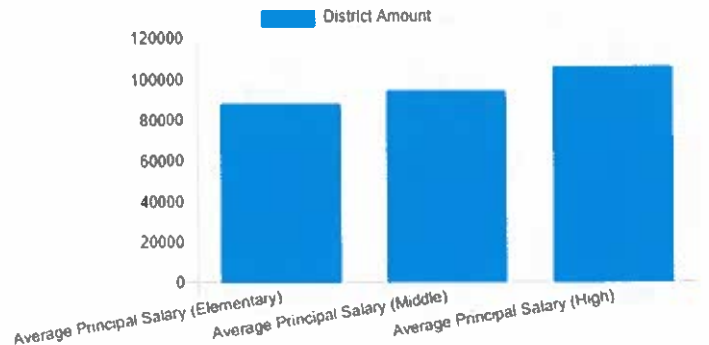
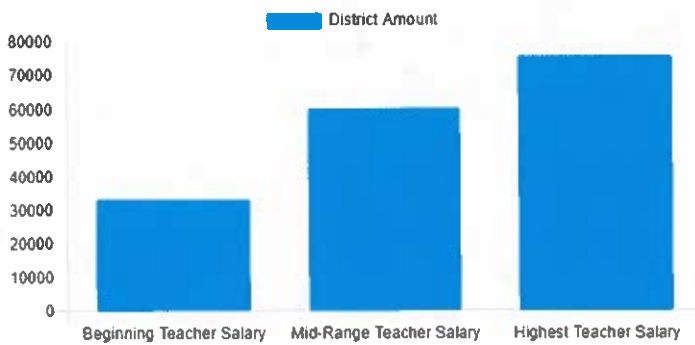
In addition to general state funding, Scott River High School receives state and federal categorical funding for special programs, which include the following: categorical, special education, and support programs:
Title II, Teacher Quality

Last updated: 1/24/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$33150.00	\$46418.61
Mid-Range Teacher Salary	\$60218.00	\$69901.86
Highest Teacher Salary	\$75757.00	\$97912.34
Average Principal Salary (Elementary)	\$88294.00	\$111731.31
Average Principal Salary (Middle)	\$94598.00	\$122011.72
Average Principal Salary (High)	\$106337.00	\$122212.22
Superintendent Salary	\$142736.00	\$150971.42
Percent of Budget for Teacher Salaries	26.62%	28.52%
Percent of Budget for Administrative Salaries	5.91%	6.10%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/24/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Last updated: 1/24/23

Scott Valley Community Day
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 450 Campus Way
Etna, CA , 96027

Principal: Micheline Miglis

Phone: 530-467-5279

Grade Span:

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 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.

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.

About This School

Micheline Miglis

Principal, Scott Valley Community Day

About Our School

Scott Valley Community Day School is located in Scott River High School and is part of Scott Valley Unified School District's Alternative Education Program. There are no students enrolled at Scott Valley Community Day School.

Contact

Scott Valley Community Day
450 Campus Way
Etna, CA 96027

Phone: 530-467-5279
Email: mmiglis@svusd.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Scott Valley Unified
Phone Number	530-467-5279
Superintendent	Miglis, Micheline
Email Address	mmiglis@svusd.us
Website	No Data

School Contact Information (School Year 2022–23)

School Name	Scott Valley Community Day
Street	450 Campus Way
City, State, Zip	Etna, CA, 96027
Phone Number	530-467-5279
Principal	Micheline Miglis
Email Address	mmiglis@svusd.us
Website	No Data
County-District-School (CDS) Code	47764554730206

Last updated: 1/24/23

School Description and Mission Statement (School Year 2022–23)

Scott Valley Community Day School is currently non-operational with no student enrollment. When operational Scott Valley Community Day School is located on the Scott River High School site and is part of Scott Valley Unified School District's Alternative Education Program. The school was designed for expelled students but typically the school district does not have expelled youth. Hence, the school district uses the community day school for small learning environment instruction and behavior modification. A student who has poor behavior, attendance, achievement or lack of motivation will be able to learn new skills to help them deal with everyday life at school. The population of the school is always small and the students get one-on-one help from a full time paraprofessional and a certified school teacher. The students are often on educational and/or behavioral plans so they can work towards being enrolled in one of the district's traditional schools. The goal for the school is to help the students to become a productive student and citizen.

Last updated: 1/24/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
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Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	0.00%
Male	0.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	0.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	0.00%
Students with Disabilities	0.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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

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

Last updated: 1/24/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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.

Last updated: 1/24/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Last updated: 1/11/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

Last updated: 1/11/23

Class Assignments

Indicator	2020-21 Percent	2021-22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: 2022 September

Textbooks and materials are brought from the referring school in the District.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/24/23

School Facility Conditions and Planned Improvements

When operational Scott Valley Community Day School is located on the Scott River High School campus which provides a safe, clean environment for students, staff, and volunteers. The maintenance program is administered by SVUSD to ensure that all classrooms and facilities are maintained. Safety of students and staff is a primary concern of Scott Valley Community Day School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster and intruder drills are conducted on a regular basis throughout the school year.

Last updated: 1/24/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2022

Overall Rating	Good
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Last updated: 1/24/23

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 - Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 - 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated 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.

Note: 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.

Last updated: 1/24/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

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					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

Last updated: 1/24/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

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					

Note: 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.

Note: 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.

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.

Last updated: 1/24/23

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT		NT	34.81	28.5	29.47

Note: Science test results include the CAST 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 CAST 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.

Note: For any 2020-21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/24/23

**CAASPP Test Results in Science by Student Group
 Grades Five, Eight and High School (School Year 2021–22)**

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					

Note: 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.

Last updated: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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Last updated: 1/24/23

Career Technical Education (CTE) Participation (School Year 2021–22)

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	--

Last updated: 1/24/23

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/24/23

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	96.36%	98.18%	98.18%	98.18%	98.18%
7	98.18%	98.18%	98.18%	98.18%	98.18%
9	88.88%	88.88%	88.00%	92.59%	94.44%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	--	--	--	--	0.00%	0.00%	--	8.90%	7.80%
Graduation Rate	--	--	--	--	98.10%	97.90%	--	84.20%	87.00%

Last updated: 1/24/23

**Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
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	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/24/23

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	0	0	0	0.0
Female	0	0	0	0.0
Male	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
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
Socioeconomically Disadvantaged	0	0	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	0	0	0	0.0

Last updated: 1/24/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	27.27%	4.69%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	1.85%	5.32%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.15%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/24/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

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

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Scott Valley Community Day School provides a safe, clean, and supportive environment for students, staff, and volunteers. Staff members ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Scott Valley Unified School District to ensure that all classrooms and facilities are maintained. Safety of students and staff is a primary concern of Scott Valley Community Day School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

Last updated: 1/24/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms 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.

Last updated: 1/24/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* 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.

Last updated: 1/24/23

Student Support Services Staff (School Year 2021–22)

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	0.00

* 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.

Last updated: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14581.00	\$4603.00	\$9977.00	\$59618.00
District	N/A	N/A	\$9977.00	\$59618.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	\$6593.62	\$73001.00
Percent Difference – School Site and State	N/A	N/A	40.80%	20.20%

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

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

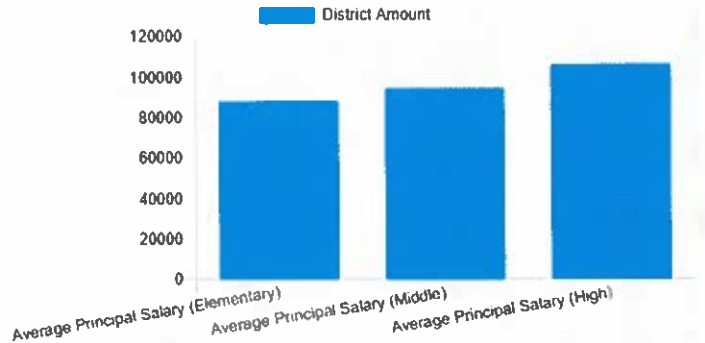
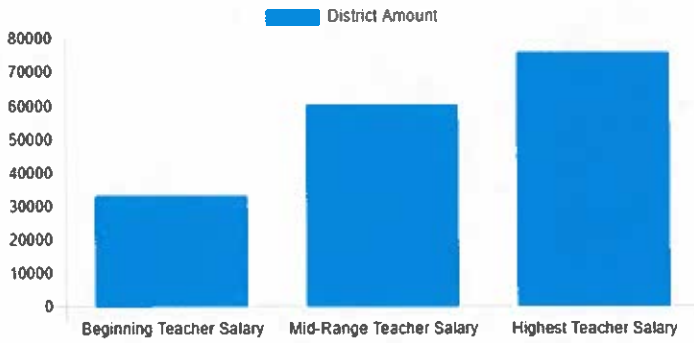
In addition to general fund state funding, schools in the district receive state and federal categorical funding for special programs, which include the following categorical, special education, and support programs: Title II A Teacher Quality

Last updated: 1/24/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$33150.00	\$46418.61
Mid-Range Teacher Salary	\$60218.00	\$69901.86
Highest Teacher Salary	\$75757.00	\$97912.34
Average Principal Salary (Elementary)	\$88294.00	\$111731.31
Average Principal Salary (Middle)	\$94598.00	\$122011.72
Average Principal Salary (High)	\$106337.00	\$122212.22
Superintendent Salary	\$142736.00	\$150971.42
Percent of Budget for Teacher Salaries	26.62%	28.52%
Percent of Budget for Administrative Salaries	5.91%	6.10%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/24/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

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
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Last updated: 1/24/23



Scott Valley Unified School District

Indian Policies and Procedures

2022-2023 School Year

It is the intent of the Scott Valley Unified School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. No teacher or program director is to exclude or limit participation in any district activity on the basis of race. To this end, the Scott Valley 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 Scott Valley 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 was attached to the FY 2023 Impact Aid application.

The Scott Valley 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 2024 Impact Aid application.

Indian Policies and Procedures

TRIBE'S PREFERRED METHOD OF COMMUNICATION: email, school bulletins, and handouts

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:

1.1 The school district will disseminate the Impact Aid application, the equal participation evaluation and program plans to the tribal officials and a summary to the parents of Indian children with instructions on how to obtain full copies of the documents.

1.2 Information on how to obtain the aforementioned documentation will be disseminated via email, in the school bulletins, handouts sent home with children, and in the district office.

1.3 The aforementioned documents will be sent out as soon as possible, but at a minimum of one week in advance of any meeting to discuss them.

POLICY (2): The Scott Valley Unified School District will provide an opportunity for the 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:

2.1 The Indian Education Committee (IEC) meets twice per year for the purposes of soliciting input from the tribe and parents of Indian children on the content of the educational program and activities.

2.2 The Scott Valley Unified School District school board has open comment periods at the monthly school board meeting where individuals may provide comments, concerns or recommendations.

2.3 Parents and tribal officials may also contact the school district directly to provide input on the content of the educational program and activities.

2.4 The tribe will be notified by mail and parents of Indian children will be notified of any and all meetings at which they can provide input on the content of the educational program and activities through notices sent home to parents, school site newsletters, and or email at least one week in advance of any meeting related to the educational program.

2.5 To the extent possible, the school district will consider the tribe's preferred method of communication in all contact related to these IPPs and the consultation process.

2.6 If consultation meetings have a low participation rate, the school district will work with the tribe and the parents of Indian children to determine how to modify the consultation process in a way that improves participation.

POLICY (3): The Scott Valley 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.

Procedure 3:

3.1 The school district will mathematically calculate the rate of Indian children's participation with non-Indian children for the entire academic program and co-curricular activities.

3.2 The school district will send the complete evaluation to the tribe by mail and information on how parents may obtain a full copy will be published in the school site newsletters. These documents will be disseminated as soon as possible, but at least one week in advance of any meeting to discuss them.

3.3 The Indian Education Committee (IEC) meets twice per year for the purposes of soliciting input from the tribe and parents of Indian children on equal participation. The IEC will hold a meeting at least annually specifically to discuss the assessment on equal participation.

3.4 The Scott Valley Unified School District school board has open comment periods at every school board meeting where individuals may provide comments, concerns or recommendations. Parents and tribal officials may also contact the school district directly to provide input on equal participation.

3.5 The equal participation evaluation will be sent out as soon as possible, but at a minimum of one week in advance of any meeting to discuss them.

POLICY (4): The Scott Valley Unified School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document. [34CFR222.94(a)(4)]

Procedure 4:

4.1 At the Fall meeting of the IEC, the IEC will review the IPPs and make recommendations for changes. At this meeting, the parents of Indian children and tribal officials may make any recommendations for changes to the IPPs.

4.2 The IEC, parents of Indian children and tribal officials may also make suggestions for changes at other times of the year at IEC meeting, school board meetings, or in direct communication with the school district.

4.3 The IEC evaluates all proposed changes to the IPPs. The IEC sends all recommended changes to the school board for consideration.

4.4 The school board decides if the IPPs will be revised to accommodate the changes.

4.5 All changes to the IPPs become effective upon adoption by the school board.

4.6 The tribe will be notified of any changes to the IPPs and a provided a new copy of the IPPs via mail.

Parents will be advised of changes and provided a summary of the changes by notices sent home with students and in the school newspaper with instructions on how to obtain a full copy of the IPPs.

POLICY (5) : The Scott Valley 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:

5.1 The school district will respond to comments, questions and recommendations received related to the IPPs or educational program in writing.

5.2 The school district will respond the comments, questions and recommendations received related to the IPPs or educational program at least annually.

5.3 The written response to comments, questions and recommendations received related to the IPPs or educational program will be disseminated by mail to the tribe. Parents will be advised of the responses and provided a summary of the responses by notices sent home with students and in the school newspaper with instructions on how to obtain a full copies of the written response.

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

6.1 The school district will send the tribe a copy of the IPPs to the tribe before the school district submits its application to the Impact Aid Program on or before January 31st.

Board Approval Date January 18, 2023

SVUSD Board President _____

Tribal Chairperson _____



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: 2022-2023

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Scott Valley Unified School District District CDS Code: 47-76455

Name of County: Siskiyou County County CDS Code: 47

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 01/25/23 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Micheline G Miglis Superintendent

Name

Signature

Title

530-468-2729

530-468-2727

Fax Number

Telephone Number

Date

PO Box 687, Fort Jones, CA 96032

Mailing Address

mmiglis@svusd.us

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	seven
Single Subject	two
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Social Science	one
Music	one

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

Yes No

If no, explain. Utilize interns from commission approved colleges or universities

Does your agency participate in a Commission-approved college or university internship program?

Yes No

If yes, how many interns do you expect to have this year? three

If yes, list each college or university with which you participate in an internship program.

CSU Chico, Reach University, National University, CalState Teach

If no, explain why you do not participate in an internship program.
