SCOTT VALLEY UNIFIED SCHOOL DISTRICT
Board Packet

"ENSURING HIGH LEVELS OF LEARNING FOR ALL STUDENTS"

Ensuring High Levels of Learning for All Students

Regular Meeting of the Board of Trustees
Wednesday, January 17, 2024
Closed Session 5 p.m. • Open Session 6:00 p.m.
Scott Valley Junior High School, Library
237 Butte Street, Fort Jones, California

Trustee Jason Finley, joining via teleconference from
145 N Kihei Road, Kihei, Hawaii

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
Brandon Fawaz, President of the Board   Jim Harris, Trustee
Sandy Hogge, Clerk of the Board   Jennifer Thackeray, Trustee
Jason Finley, 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 2023-24 School Year

2.2.1   Opportunity Classroom Teacher, EES, 66% FTE
2.2.2   Library Media Technician, FJE, 15 hours per week

Negotiation Matters Pursuant to Government Code Section 54957.6
Designated Representative: Micheline Miglis, Superintendent

    2.3   SVTA

    2.4   CSEA

    2.5   Unrepresented

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 17, 2024

    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, 2023

    5.2   Approve Warrants

    5.3   Approve Stipends

    5.4   Approve Contracts for Services and Materials

    5.5   Ratify Employment listed on Closed Session Agenda

    5.6   Approve Extra Duty Hours for Classified, Short Term and Certificated Employees

5.7   Approve Quarterly Report Williams Uniform Complaints

5.8   Approve Expanded Learning Opportunities Program Plan (K – 8th)

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   Principal Reports

            Fort Jones Elementary, Raylene Lang
            Etna Elementary School, Danielle Eastlick, Teacher in Charge
            Scott Valley Junior High, Ken Dysert
            Etna High School and Scott River High, Joy Isbell

      6.1.3   Superintendent's Report

            6.1.3.1 Resignations
                    6.1.3.1.1 Head 8th Grade Girls Basketball Coach, SVJH, Melanie Mendenhall
                    6.1.3.1.2 Head 7th Grade Girls Basketball Coach, SVJH, Debbie Kaz
                    6.1.3.1.3 Assistant 8th Grade Girls Basketball Coach, SVJH, Debbie Kaz
                    6.1.3.1.4 Assistant 8th Grade Boys Basketball Coach, SVJH, Mike Edmiston

                    6.1.3.1.5 Assistant 7th Grade Girls Basketball Coach, SVJH, Caitlin Bennett

            6.1.3.2 District News and Updates

7.0	**REGULAR AGENDA**	**Discussion and/or Action**

7.1   Approve Provisional Internship Permit for Diane Lang-Ledbetter to teach Opportunity Classroom at Etna Elementary School

7.2   Approve 2022-23 School Accountability Report Cards (SARC): Etna Elementary School, Etna High School, Fort Jones Elementary School, Scott River High School, and Scott Valley Junior High

7.3   Approve 1st Reading, Board Policies and Administrative Regulations, December 2023 Batch
      7.3.1   BP/AR 0460, Local Control and Accountability Plan
      7.3.2   BP 500, Accountability
      7.3.3   BP 520, Intervention in Underperforming Schools
      7.3.4   AR 1220, Citizen Advisory Committees
      7.3.5   BP 1431, Waivers

      7.3.6   BP/AR 3400, Management of District Assets/Accounts

      7.3.7   BP 5116.2, Involuntary Student Transfers

      7.3.8   BP/AR 5131.2, Bullying

      7.3.9   AR 5141.21, Administering Medication and Monitoring Health Conditions

      7.3.10 BP/AR 5148.3, Preschool/Early Childhood Education

      7.3.11 BP/AR 6142.8, Comprehensive Health Education

      7.3.12 BP 6146.1, High School Graduation Requirements

      7.3.13 BP 6146.4, Differential Graduation and Competency Standards for Students with Disabilities

      7.3.14 BP 6170.1, Transitional Kindergarten

      7.3.15 AR 6173.3, Education for Juvenile Court School Students

      7.3.16 BB 9321, Closed Session

   7.4   Approve Title VI and Supplemental Programs, Unrepresented Salary Schedule

   7.5   Discuss and/or Action, HVIP Zero Emission School Buses Grant Award

                                      Russell Sweet, CBO & Micheline Miglis

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:
Wednesday, February 21, 2024
Scott Valley Junior High School, Library

Consent

Ensuring High Levels of Learning for All Students

Regular Meeting of the Board of Trustees
Thursday, December 14, 2023
MINUTES

CALL TO ORDER

A Regular meeting of the Governing Board of the Scott Valley Unified School District was called to order by Brandon Fawaz at 5:00 p.m. on Thursday, December 14, 2023 at Scott Valley Junior High School.

Roll Call - Members Present
Brandon Fawaz, President of the Board
Jennifer Thackeray, via teleconference
Jason Finley
Jim Harris
Sandy Hogge
Members Absent: None

Public Comment regarding Closed Session items: None

CLOSED SESSION

The Board adjourned to Closed Session from 5:00 – 6:05 p.m.

OPEN SESSION

President Fawaz called the meeting to order at 6:08 p.m. and led the Board and Audience in the Pledge of Allegiance.

Sandy Hogge moved, seconded by Jason Finley, to approve the agenda for the Regular Meeting of the SVUSD Board of Trustees for December 14, 2023
The motion passed with a roll call vote of 5 – 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

Reportable action taken in Closed Session

- The Board unanimously approved Leave of Absence, Bus Driver through June 7, 2024, Kim Stacher

PUBLIC COMMENT FOR OPEN SESSION

- None

CONSENT AGENDA

5.1 Approved Minutes

5.1.1 Regular Board Meeting: November 15, 2023

5.2 Approved Warrants

5.3 Approved Stipends

5.4 Approved Contracts for Services and Materials

5.5 Ratified Employment listed on Closed Session Agenda
Employment for 2023-24 School Year
Student Services Specialist, FJE, 30.5 hrs/week, Savanna Eastlick
Maintenance/Custodian, FJE 8 hrs/day, year-round, Jesus Soberano
Paraprofessional, FJE, 2 hr/day, Bethany Elkin
Volunteer Employment
Assistant Softball Coach, EHS, Ken Dysert
Assistant 8th Grade Boys Basketball Coach, SVJH, Megan Bennett
Ski and Snowboard Team, EHS, Head Snowboard, Anne Hilton
Ski and Snowboard Team, EHS, Head Ski, Ryan Cunya
Ski and Snowboard Team, EHS, Craig Davidson
Ski and Snowboard Team, EHS, Mark Claussen
Ski and Snowboard Team, EHS, Steve McDonald
Ski and Snowboard Team, EHS, Ian Andridge

Motion to Approve Consent Agenda: Jason Finley, 2nd: Jim Harris
Roll Call Vote of 5 - 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

REPORTS AND COMMUNICATIONS

6.1 Reports

6.1.1   Tribal Report – Indian Parents Committee: None

6.1.2   Principal Reports – December Happenings

Etna High School and Scott River High, Joy Isbell
Fort Jones Elementary, Raylene Lang
Etna Elementary School, Danielle Eastlick, Teacher in Charge
Scott Valley Junior High, Ken Dysert, absent

6.1.3   Superintendent's Report

6.1.3.1 Resignations: None
6.1.3.2 District News and Updates
- Thanked everyone and wished them a wonderful holiday season.

REGULAR AGENDA

7.1   Board delegated Naming of Facility Advisory Committee to Micheline Miglis who in turn appointed Raylene Lang to head up the naming of the Fort Jones Elementary track in honor of Miles John Isbell.

7.2   Discussed HVIP Zero Emission School Buses Grant Award from 6:30 – 6:42 p.m.
Jason Finley made motion with withdraw from the grant, 2nd by Sandy Hogge
Motion Failed
Roll Call Vote: 2 – 3
Ayes:
Jason Finley
Sandy Hogge
Noes:
Brandon Fawaz
Jim Harris
Jennifer Thackeray
Board directed item to be on January 2024 agenda, including information of actual costs to the district. Jason Finley and Brandon Fawaz will work with the Superintendent and CBO on gathering data before the January meeting.

7.3   Approved 2nd Reading, Board Policies and Administrative Regulations, October Special Batch
7.3.1   BP 0410, Nondiscrimination in District Programs and Activities
7.3.2   BP/AR 1312.2, Complaints Concerning Instructional Materials
7.3.3   BP/AR 1312.3, Uniform Complaint Procedures
7.3.4   BP/AR 1312.4, Williams Uniform Complaint Procedures
7.3.5   BP 5145.3, Nondiscrimination/Harassment
7.3.6   BP/AR 6143, Courses of Study
7.3.7   BP/AR 6161.1 Selection and Evaluation of Instructional Materials
7.3.8   BP 6161.11, Supplementary Instructional Materials
7.3.9   BP 6163.1, Library Media Centers
Motion to Approve: Sandy Hogge, 2nd: Jason Finley
Roll Call Vote of 5 – 0
Ayes:

009   009

Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

7.4   Approved First Interim Budget Report
Power Point given by Russell Sweet, CBO, 6:56 – 7:14 p.m.
Motion to Approve: Sandy Hogge, 2nd: Jason Finley
Roll Call Vote of 5 – 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

7.5   Approved Resolution #24-015, Budget Transfer
Motion to Approve: Jim Harris, 2nd: Sandy Hogge
Roll Call Vote of 5 – 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

7.6   Approved Memo of Understanding with CSEA RE: Mechanic Position Salary Range Placement
Motion to Approve: Jason Finley, 2nd: Jim Harris
Roll Call Vote of 5 – 0
Ayes:
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

7.7   Annual Organizational Meeting/Election of Officers for Calendar Year 2024

010   7.7.1   Elected Board President: Brandon Fawaz   010

Motion: Sandy Hogge, 2nd: Jim Harris
Vote: 5 - 0
Ayes
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None
Absent: None

7.7.2   Elected Clerk/Vice President: Sandy Hogge
Motion: Jason Finley, 2nd, Jim Harris
Vote 5 – 0

7.7.3   Appointed Superintendent Micheline Miglis to serve as Board Secretary
Motion: Sandy Hogge, 2nd: Jason Finley
Vote 5 – 0

7.7.4   Selected Representative to Leave Review Committee: Sandy Hogge
Motion: Jason Finley, 2nd: Jim Harris
Vote 5 - 0

7.7.5   Selected Representative to Scott Valley Scholarships Committee: Jason Finley
Motion: Jim Harris, 2nd: Sandy Hogge
Vote 5 - 0

7.7.6   Selected LCAP Committee Representatives: Jim Harris and Brandon Fawaz with Jason Finley, Alternate
Motion: Jennifer Thackeray, 2nd: Sandy Hogge
Vote 5 – 0

7.7.7   Selected Board Meeting Dates, Times, and Locations through December 2024
Motion: Jason Finley , 2nd: Sandy Hogge
Vote 5 – 0

7.8   Scheduled Budget Workshop for January 31, 2024 at the District Office at 4 p.m.
Motion: Sandy Hogge, 2nd: Jim Harris
Vote: 5 - 0
Ayes
Brandon Fawaz
Jason Finley
Jim Harris
Sandy Hogge
Jennifer Thackeray
Noes: None

BOARD REPORTS

Board Member Reports and/or comments, requests for information or future agenda items
- None

ADJOURNMENT

President Fawaz adjourned the meeting at 8:33 p.m.

_____

Julie Hogun, Executive Assistant

_____   _____

Brandon Fawaz   **Sandy Hogge**
President, SVUSD Board of Trustees   **Clerk, SVUSD Board of Trustees**

Batch # 1202
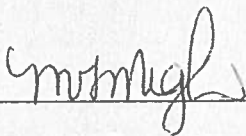
SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING

District # **40**   District Name: **Scott Valley Unified**

Fund #	Fund Name	District Total	Audited Total
01	General Fund	103,666.07	
11	Adult Education Fund	14.00	
12	Child Development Fund	141.14	
13	Cafeteria Fund	501.24	
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	831.25	
	Batch Total	105,153.70	

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: 12/13/23

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

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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
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300958/00   AERIES SOFTWARE

     PO-002018 11/15/2023 CONF24008 SVJH                 1 01-0000-0-5200-0000-2700-002-00000 NN F      199.00       199.00
                                            TOTAL PAYMENT AMOUNT              199.00 *                                199.00


300424/00   AMY HURLIMANN

     PO-003504 12/12/2023 SVO                            1 01-0000-0-4300-1500-1000-009-11000 NN F       74.89        74.89
                                            TOTAL PAYMENT AMOUNT               74.89 *                                 74.89


302390/00   ANCON MARINE

     PO-004054 11/30/2023 81968 EHS                      1 01-0000-0-5550-0000-8100-001-00000 NY F    9,000.00     5,338.57
     PO-004054 11/30/2023 81968 SVJH                     2 01-0000-0-5550-0000-8100-002-00000 NY F    5,000.00     5,000.00
                                            TOTAL PAYMENT AMOUNT           10,338.57 *                             10,338.57


301253/00   ARAMARK UNIFORM SERVICE

     PO-004502 11/15/2023 5066440346 SVJH                1 01-0000-0-5500-0000-8100-002-30011 NN P      115.97       115.97
     PO-004502 11/29/2023 5066451140 SVJH                1 01-0000-0-5500-0000-8100-002-30011 NN P      115.97       115.97
     PO-004502 11/15/2023 5066440351 EES                 2 01-0000-0-5500-0000-8100-010-30011 NN P      114.01       114.01
     PO-004502 11/29/2023 5066451145 EES                 2 01-0000-0-5500-0000-8100-010-30011 NN P      125.72       125.72
     PO-004502 11/15/2023 5066440347 FJE                 3 01-0000-0-5500-0000-8100-020-30011 NN P      165.35       165.35
     PO-004502 11/29/2023 5066451141 FJE                 3 01-0000-0-5500-0000-8100-020-30011 NN P      192.96       192.96
     PO-006019 11/22/2023 5066444914 TRANSP              1 01-0000-0-5500-0000-8100-006-20008 NN P       77.70        77.70
     PO-006019 12/06/2023 5066456572 TRANSP              1 01-0000-0-5500-0000-8100-006-20008 NN P       90.30        90.30
                                            TOTAL PAYMENT AMOUNT              997.98 *                                997.98


302389/00   BRITTANY LUND

     PO-001019 12/13/2023 EHS                            1 01-0000-0-5200-0000-2700-001-00000 NN P      268.81       268.81
                                            TOTAL PAYMENT AMOUNT              268.81 *                                268.81


301676/00   CHRISTI BOUDRO

     PO-002040 12/12/2023 SVJH                           1 01-0000-0-4300-1280-2420-002-00000 NN F       58.18        58.18
                                            TOTAL PAYMENT AMOUNT               58.18 *                                 58.18
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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
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033360/00   CLIFF'S TROPHIES

     PO-002048 06/07/2023 9069 SVJH                1 01-0000-0-4300-0000-2700-002-00000 NN F     31.25        31.25
                                          TOTAL PAYMENT AMOUNT            31.25 *                              31.25


040880/00   CROSS PETROLEUM

     PO-006022 11/27/2023 0373448                  1 01-0000-0-4341-0000-3600-006-20008 NN P  1,113.33     1,113.33
     PO-006022 12/04/2023 0373533                  1 01-0000-0-4341-0000-3600-006-20008 NN P  1,231.39     1,231.39
     PO-006022 12/11/2023 0373570                  1 01-0000-0-4341-0000-3600-006-20008 NN P  1,644.03     1,644.03
     PO-006022 11/20/2023 0371493                  2 01-0000-0-4342-0000-3600-006-20008 NN P    731.50       731.50
     PO-006022 11/27/2023 0373447                  2 01-0000-0-4342-0000-3600-006-20008 NN P    363.71       363.71
     PO-006022 12/04/2023 0373532                  2 01-0000-0-4342-0000-3600-006-20008 NN P  1,014.90     1,014.90
     PO-006022 12/11/2023 0373569                  2 01-0000-0-4342-0000-3600-006-20008 NN P  1,226.75     1,226.75
                                          TOTAL PAYMENT AMOUNT         7,325.61 *                           7,325.61


302409/00   DANNIS WOLIVER KELLEY

     PO-004060 11/27/2023 7416 FRISK TRAINING       1 01-5850-0-5800-0000-7200-004-00000 NY F  4,000.00     3,575.00
                                          TOTAL PAYMENT AMOUNT         3,575.00 *                           3,575.00


055970/00   ETNA CITY OF

     PO-004017 12/12/2023 EHS                       1 01-0000-0-5530-0000-8100-001-00000 NN P    404.78       404.78
     PO-004017 12/12/2023 EES                       2 01-0000-0-5530-0000-8100-010-00000 NN P    257.70       257.70
     PO-004017 12/12/2023 SVO                       3 01-0000-0-5530-0000-8100-009-00000 NN P     57.76        57.76
     PO-004017 12/12/2023 SRHS                      4 01-0000-0-5530-3200-8100-003-00000 NN P     70.78        70.78
                                          TOTAL PAYMENT AMOUNT           791.02 *                             791.02


056080/00   ETNA HARDWARE & SPORTING GOODS

     PO-001084 11/07/2023 330138 EHS AG             1 01-7010-0-4300-3802-1000-001-00000 NN P     62.28        62.28
     PO-004509 11/27/2023 330637 EHS               1 01-0000-0-4300-0000-8100-001-30011 NN P     13.93        13.93
     PO-004509 11/22/2023 330547 EHS               1 01-0000-0-4300-0000-8100-001-30011 NN P      7.50         7.50
     PO-004509 11/08/2023 330140 EHS               1 01-0000-0-4300-0000-8100-001-30011 NN P      3.53         3.53
     PO-004509 11/16/2023 330354 EHS               1 01-0000-0-4300-0000-8100-001-30011 NN P     30.01        30.01
     PO-004509 11/07/2023 330118 EHS               1 01-0000-0-4300-0000-8100-001-30011 NN P     22.29        22.29
     PO-004509 11/06/2023 330083 EHS               1 01-0000-0-4300-0000-8100-001-30011 NN P      8.57         8.57
     PO-004509 11/01/2023 329968 EES               2 01-0000-0-4300-0000-8100-010-30011 NN P      4.28         4.28
     PO-004509 11/01/2023 329967 EES               2 01-0000-0-4300-0000-8100-010-30011 NN P     15.84        15.84
     PO-004509 11/22/2023 330533 EES               2 01-0000-0-4300-0000-8100-010-30011 NN P     24.56        24.56
     PO-004509 11/28/2023 330645 EES               2 01-0000-0-4300-0000-8100-010-30011 NN P     21.44        21.44
     PO-004509 11/15/2023 330325 EES               2 01-0000-0-4300-0000-8100-010-30011 NN P      4.28         4.28
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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
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056080  (CONTINUED)

        PO-004509 11/21/2023 330485 EES                 2 01-0000-0-4300-0000-8100-010-30011 NN P    22.48       22.48
        PO-004509 11/03/2023 330041 EES                 2 01-0000-0-4300-0000-8100-010-30011 NN P     7.48        7.48
        PO-004509 11/14/2023 330302 EES                 2 01-0000-0-4300-0000-8100-010-30011 NN P    19.27       19.27
        PO-006010 11/14/2023 330298 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P     4.82        4.82
                                              TOTAL PAYMENT AMOUNT            272.56 *                            272.56


301618/00   EZ JANITORIAL

        PO-004553 11/25/2023 112523 FJE                 1 01-0000-0-5800-0000-8100-004-00000 NY P  2,520.00     2,520.00
                                              TOTAL PAYMENT AMOUNT          2,520.00 *                          2,520.00


061280/00   FORT JONES, TOWN OF

        PO-004018 12/12/2023 330 SVJH                   1 01-0000-0-5530-0000-8100-002-00000 NN P   199.00      199.00
        PO-004018 12/12/2023 99 FJE                     3 01-0000-0-5530-0000-8100-020-00000 NN P   214.00      214.00
                                              TOTAL PAYMENT AMOUNT            413.00 *                            413.00


031440/00   FUELMAN

        PV-240064 12/12/2023 NP65536936                   01-0000-0-4341-0000-3600-006-00000 NN                  740.58
                                              TOTAL PAYMENT AMOUNT            740.58 *                            740.58


302222/00   GENEVIEVE MARKUSSEN

        PO-002046 12/13/2023 SVJH                       1 01-3213-0-4300-1110-1000-002-00000 NN F    75.40       75.40
                                              TOTAL PAYMENT AMOUNT             75.40 *                             75.40


300572/00   JACOB HARGETT

        PO-001119 12/12/2023 EHS AG                     1 01-7010-0-4300-3802-1000-001-00000 YN F   276.60      276.60
                                              TOTAL PAYMENT AMOUNT            276.60 *                            276.60
                                              TOTAL USE TAX AMOUNT                                                 20.05


300052/00   JED MERRIHEW

        PO-002010 12/12/2023 SVJH                       1 01-0000-0-4300-1639-1000-002-00206 NN P    10.94       10.94
                                              TOTAL PAYMENT AMOUNT             10.94 *                             10.94
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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
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201140/00   LYNN KARPINSKI

    PO-001062 12/12/2023 EHS                       1 01-0000-0-4300-1605-1000-001-00000 YN P     27.61       27.61
                                      TOTAL PAYMENT AMOUNT            27.61 *                                27.61
                                      TOTAL USE TAX AMOUNT                                                    2.00


111076/00   MT SHASTA SPRING WATER

    PO-002006 11/15/2023 315696 SVJH               3 01-9624-0-5600-0000-2700-002-00000 NN P     13.41       13.41
    PO-010017 11/15/2023 315716 EES                1 01-9624-0-4300-0000-2700-010-00000 NN P     49.29       49.29
    PO-020024 11/15/2023 315699 FJE                1 01-0000-0-4300-0000-2700-020-00000 NN P     58.04       58.04
    PO-020024 09/07/2022 390994 FJE                1 01-0000-0-4300-0000-2700-020-00000 NN P     48.50       48.50
    PO-020024 09/07/2022 390994 FJE                6 01-0000-0-5600-0000-2700-020-00000 NN F     30.03       30.03
                                      TOTAL PAYMENT AMOUNT           199.27 *                               199.27


200587/00   NORTHEASTERN JPA

    PV-240062 12/12/2023 JPA20243 WORKER COMP INS Q3        01-0000-0-9330-0000-0000-000-00000 NN        55,017.25
                                      TOTAL PAYMENT AMOUNT        55,017.25 *                            55,017.25


123000/00   PACIFIC POWER

    PO-004000 12/12/2023 EHS                       1 01-0000-0-5520-0000-8100-001-00000 NN P   5,423.28    5,423.28
    PO-004000 12/12/2023 SVJH                      2 01-0000-0-5520-0000-8100-002-00000 NN P   2,314.65    2,314.65
    PO-004000 12/12/2023 TRANSP                    4 01-0000-0-5520-0000-8100-006-00000 NN P     155.65      155.65
    PO-004000 12/12/2023 SRHS                      6 01-0000-0-5520-3200-8100-003-00000 NN P     613.50      613.50
    PO-004000 12/13/2023 EES                       5 01-0000-0-5520-0000-8100-010-00000 NN P   2,386.04    2,386.04
                                      TOTAL PAYMENT AMOUNT        10,893.12 *                            10,893.12


127200/00   PITNEY BOWES GLOBAL FINANCIAL

    PO-004010 11/29/2023 3106399615                1 01-0000-0-5600-0000-7200-004-00000 NN P     147.66      147.66
                                      TOTAL PAYMENT AMOUNT           147.66 *                               147.66


143360/00   SCOTT VALLEY DISPOSAL INC

    PO-004004 12/12/2023 1507 EHS                  1 01-0000-0-5550-0000-8100-001-00000 NN P     450.00      450.00
    PO-004004 12/12/2023 288 SVJH                  5 01-0000-0-5550-0000-8100-002-00000 NN P     587.00      587.00
    PO-004004 12/12/2023 291 FJE                   6 01-0000-0-5550-0000-8100-020-00000 NN P     787.00      787.00
                                      TOTAL PAYMENT AMOUNT         1,824.00 *                             1,824.00
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| 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
150080/00 SISKIYOU TELEPHONE CO					
PO-004002 12/01/2023	99-3773 DO		1 01-0000-0-5600-0000-8700-004-00000 NN P		820.00	820.00
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-7200-004-00000 NN		670.40
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-2700-001-00000 NN		200.35
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-2700-002-00000 NN		202.73
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-2700-010-00000 NN		100.02
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-2700-020-00000 NN		110.66
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-3600-006-00000 NN		181.06
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-7200-004-00000 NN		941.55
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-3200-2700-003-00000 NN		153.01
PV-240061 12/12/2023	SERVICES		01-0000-0-5900-0000-7200-004-00000 NN		152.15
		TOTAL PAYMENT AMOUNT	3,531.93 *		3,531.93
155320/00 SPORTSMEN'S DEN					
PO-002041 11/03/2023	220000126768 SVJH		1 01-0000-0-4300-1280-1000-002-00000 NN F		42.96	42.96
		TOTAL PAYMENT AMOUNT	42.96 *		42.96
300324/00 TANA PIERSALL					
PO-001114 12/12/2023	CIF COACH COURSE		1 01-0000-0-5800-1700-4200-001-00000 NN F		50.00	50.00
		TOTAL PAYMENT AMOUNT	50.00 *		50.00
302397/00 TIA PALANGVANH					
PO-001115 12/12/2023	EHS		1 01-3213-0-4300-1500-3110-001-10004 NN F		51.12	51.12
		TOTAL PAYMENT AMOUNT	51.12 *		51.12
300261/00 U.S. BANK					
PO-004036 12/11/2023	DO		3 01-0000-0-5800-0000-7200-004-00000 NN F		252.00	252.00
PO-004549 12/11/2023	EHS		1 01-0000-0-4300-0000-8100-001-30011 NN P		15.73	15.73
PO-004549 12/11/2023	EHS		1 01-0000-0-4300-0000-8100-001-30011 NN F		334.27	320.07
		TOTAL PAYMENT AMOUNT	587.80 *		587.80
201040/00 VERIZON WIRELESS					
PV-240063 12/12/2023	9949878919		01-6010-0-5900-0000-2700-020-00000 NN		2.18
PV-240063 12/12/2023	9949878919		01-6010-0-5900-0000-2700-002-00000 NN		-2.18
PV-240063 12/12/2023	9949878919		01-0000-0-5900-0000-7200-004-00000 NN		74.71
PV-240063 12/12/2023	9949878919		01-0000-0-5900-0000-2700-001-00000 NN		37.08

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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
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201040  (CONTINUED)

        PV-240063 12/12/2023 9949878919                   01-0000-0-5900-0000-2700-002-00000 NN                    46.93
        PV-240063 12/12/2023 9949878919                   01-0000-0-5900-0000-3600-006-00000 NN                     6.83
        PV-240063 12/12/2023 9949878919                   01-0000-0-5900-0000-2700-009-00000 NN                    93.86
        PV-240063 12/12/2023 9949878919                   01-6010-0-5900-0000-2700-002-00000 NN                    28.99
        PV-240063 12/12/2023 9949878919                   01-6010-0-5900-0000-2700-010-00000 NN                    42.48
        PV-240063 12/12/2023 9949878919                   01-6010-0-5900-0000-2700-020-00000 NN                    33.27
                                               TOTAL PAYMENT AMOUNT          364.15 *                             364.15


182731/00    XEROX FINANCIAL SERVICES/

        PO-004074 11/21/2023 5087814 DO                 1 01-0000-0-5600-0000-7200-004-00000 NN P       227.50    227.50
        PO-004074 12/10/2023 5134961 DO                 1 01-0000-0-5600-0000-7200-004-00000 NN P       281.30    281.30
        PO-004075 11/21/2023 5087810 EHS                1 01-0000-0-5600-1500-1000-001-00000 NN P       404.04    404.04
        PO-004075 11/21/2023 5087810 EHE                2 01-0000-0-5600-0000-2700-001-00000 NN P       173.16    173.16
        PO-004077 12/12/2023 5087809 SVJH               1 01-0000-0-5600-1280-1000-002-00000 NN P       366.51    366.51
        PO-004077 11/21/2023 5087809 SVJH               2 01-0000-0-5600-0000-2700-002-00000 NN P       157.07    157.07
        PO-004079 11/21/2023 5087813 SRHS               1 01-0000-0-5600-3200-1000-003-00000 NN P       174.61    174.61
        PO-004079 11/21/2023 5087813 SRHS               2 01-0000-0-5600-0000-2700-003-00000 NN P        74.82     74.82
        PO-004080 11/21/2023 5087811 EES                1 01-0000-0-5600-1150-1000-010-00000 NN P       385.28    385.28
        PO-004080 11/21/2023 5087811 EES                2 01-0000-0-5600-0000-2700-010-00000 NN P       165.12    165.12
        PO-004081 11/21/2023 507812 FJE                 1 01-0000-0-5600-1150-1000-020-00000 NN P       385.28    385.28
        PO-004081 11/21/2023 5087812 FJE                2 01-0000-0-5600-0000-2700-020-00000 NN P       165.12    165.12
                                               TOTAL PAYMENT AMOUNT        2,959.81 *                           2,959.81


                                               TOTAL FUND    PAYMENT     103,666.07 **                         103,666.07
                                               TOTAL USE TAX AMOUNT                                                 22.05
```

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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-003209 12/11/2023 ADULT ED                            1 11-6391-0-4300-4110-1000-008-00000 NN P      14.00         14.00
                                       TOTAL PAYMENT AMOUNT                 14.00 *                                         14.00


                                       TOTAL FUND     PAYMENT              14.00 **                                        14.00
```

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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-020033 12/13/2023 PREK                            1 12-9370-0-4300-0001-1000-022-00000 NN F      141.14      141.14
                                         TOTAL PAYMENT AMOUNT              141.14 *                                  141.14


                                         TOTAL FUND     PAYMENT           141.14 **                                 141.14
```

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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
------------------------------------------------------------------------------------------------------------------------
097763/00   NUTRIKIDS

       PO-005073 09/11/2023 2323033 EHS                1 13-7032-0-4300-0000-3700-001-00000 NN F      353.13         353.13
                                          TOTAL PAYMENT AMOUNT            353.13 *                                    353.13


300261/00   U.S. BANK

       PO-008015 12/11/2023 FJE CAFE                   1 13-5310-0-4300-0000-3700-020-00000 NN F      148.11         148.11
                                          TOTAL PAYMENT AMOUNT            148.11 *                                    148.11


                                          TOTAL FUND     PAYMENT         501.24 **                                   501.24
```

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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
-------------------------------------------------------------------------------------------------------------------------
301631/00   CAPITAL ADVISORS GROUP LLC

      PO-004028 11/16/2023 15089 DO                    2 35-7810-0-5800-0000-8500-000-00000 NN P    831.25      831.25
                                          TOTAL PAYMENT AMOUNT          831.25 *                                 831.25


                                          TOTAL FUND      PAYMENT       831.25 **                                831.25


                                          TOTAL BATCH PAYMENT     105,153.70 ***        0.00              105,153.70
                                          TOTAL USE TAX AMOUNT                                                    22.05


                                          TOTAL DISTRICT PAYMENT  105,153.70 ****       0.00              105,153.70
                                          TOTAL USE TAX AMOUNT                                                    22.05


                                          TOTAL FOR ALL DISTRICTS: 105,153.70 ****      0.00              105,153.70
                                          TOTAL USE TAX AMOUNT                                                    22.05


      Number of checks to be printed:    35, not counting voids due to stub overflows.                    105,153.70
```
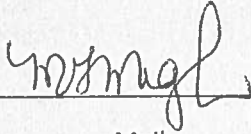
SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING

District # **40**   District Name: **Scott Valley Unified**

Fund #	Fund Name	District Total	Audited Total
01	General Fund	169.90	
11	Adult Education Fund	35.97	
12	Child Development Fund		
13	Cafeteria Fund	24,590.87	
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	24,796.74	

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:_____ Date: 12/14/23

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

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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-003003 11/17/2023 1791538 SRHS                  1 01-0000-0-4300-3200-1000-003-00000 NN P       49.39       49.39
        PO-003003 12/04/2023 1791549 SRHS                  1 01-0000-0-4300-3200-1000-003-00000 NN P       24.12       24.12
        PO-003003 12/05/2023 1791552 SRHS                  1 01-0000-0-4300-3200-1000-003-00000 NN P       22.47       22.47
        PO-004534 11/16/2023 1791536 EHS                   1 01-0000-0-4300-0000-8100-001-00000 NN P       56.14       56.14
        PO-004534 12/07/2023 1791560 EES                   3 01-0000-0-4300-0000-8100-010-00000 NN P       17.78       17.78
                                            TOTAL PAYMENT AMOUNT              169.90 *                                 169.90


                                            TOTAL FUND    PAYMENT             169.90 **                                169.90
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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-003215 12/11/2023 1791555 ADULT ED                      1 11-6391-0-4300-4110-1000-008-00000 NN P       35.97        35.97
                                               TOTAL PAYMENT AMOUNT              35.97 *                                         35.97


                                               TOTAL FUND    PAYMENT            35.97 **                                        35.97
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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
--------------------------------------------------------------------------------------------------------------------
302402/00   DANIELSEN COMPANY

     PO-008014 12/08/2023 318009 EHS             4 13-5310-0-4300-0000-3700-001-00000 NN P     365.16      365.16
     PO-008014 12/08/2023 318009 EHS             1 13-5310-0-4700-0000-3700-001-00000 NN P   1,398.98    1,398.98
     PO-008014 12/08/2023 317948 FJE/SVJH        6 13-5310-0-4300-0000-3700-020-00000 NN P      27.61       27.61
     PO-008014 12/08/2023 317948 FJE/SVJH        3 13-5310-0-4700-0000-3700-020-00000 NN P   1,607.43    1,607.43
                                   TOTAL PAYMENT AMOUNT          3,399.18 *                             3,399.18


200455/00   FRANZ FAMILY BAKERIES

     PO-008000 11/27/2023 140380009588 FJE/SVJH  2 13-5310-0-4700-0000-3700-020-00000 NN P      99.55       99.55
                                   TOTAL PAYMENT AMOUNT             99.55 *                                99.55


300071/00   RAY'S FOOD PLACE ETNA

     PO-008004 11/07/2023 1791524 EHS            3 13-5310-0-4300-0000-3700-001-00000 NN P      10.18       10.18
     PO-008004 11/07/2023 1791524 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      28.29       28.29
     PO-008004 11/27/2023 1791543 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      44.06       44.06
     PO-008004 11/28/2023 1791544 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       8.99        8.99
     PO-008004 11/29/2023 1791545 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       5.99        5.99
     PO-008004 11/16/2023 1791535 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      36.90       36.90
     PO-008004 12/01/2023 1791546 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       4.58        4.58
     PO-008004 11/15/2023 1791531 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      70.64       70.64
     PO-008004 11/13/2012 1791528 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       5.98        5.98
     PO-008004 11/09/2023 1791527 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      15.46       15.46
     PO-008004 11/08/2023 1791525 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      27.53       27.53
     PO-008004 11/14/2023 1791530 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      29.93       29.93
     PO-008004 11/17/2023 1791539 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       3.99        3.99
     PO-008004 11/16/2023 1791534 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      40.62       40.62
     PO-008004 12/11/2023 1791556 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       2.49        2.49
     PO-008004 12/12/2023 1791557 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      14.64       14.64
     PO-008004 12/08/2023 1791562 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       2.93        2.93
     PO-008004 12/05/2023 1791551 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      12.53       12.53
     PO-008004 12/06/2023 1791559 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P       4.58        4.58
     PO-008004 12/05/2023 1791553 EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P      24.05       24.05
     PO-008004 12/04/2023 1791550 EES            2 13-5310-0-4700-0000-3700-010-00000 NN P       3.29        3.29
     PO-008004 11/29/2023 1791548 EES            2 13-5310-0-4700-0000-3700-010-00000 NN P       4.98        4.98
                                   TOTAL PAYMENT AMOUNT            402.63 *                               402.63


149643/00   SISKIYOU DISTRIBUTING CO

     PO-008002 11/16/2023 435343A EHS            4 13-5310-0-4300-0000-3700-001-00000 NN P     147.67      147.67
     PO-008002 11/06/2023 435577 EHS             1 13-5310-0-4700-0000-3700-001-00000 NN P     150.00      150.00
     PO-008002 11/30/2023 435793A EHS            1 13-5310-0-4700-0000-3700-001-00000 NN P     280.10      280.10
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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
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149643  (CONTINUED)

        PO-008002 12/07/2023 435993A EHS                  1 13-5310-0-4700-0000-3700-001-00000 NN P      239.50       239.50
        PO-008002 12/04/2023 435988 EHS                   1 13-5310-0-4700-0000-3700-001-00000 NN P      118.00       118.00
        PO-008002 12/11/2023 436223 EHS                   1 13-5310-0-4700-0000-3700-001-00000 NN P      118.00       118.00
        PO-008002 11/13/2023 435383 EHS                   1 13-5310-0-4700-0000-3700-001-00000 NN M        0.00    -2,221.27
        PO-008002 12/11/2023 436254C EES                  2 13-5310-0-4700-0000-3700-010-00000 NN P      260.24       260.24
        PO-008002 12/07/2023 436155A EES                  2 13-5310-0-4700-0000-3700-010-00000 NN P      429.29       429.29
        PO-008002 12/04/2023 436010C EES                  2 13-5310-0-4700-0000-3700-010-00000 NN P      349.53       349.53
        PO-008002 11/30/2023 435950B EES                  2 13-5310-0-4700-0000-3700-010-00000 NN P       28.22        28.22
        PO-008002 11/30/2023 435904B EES                  2 13-5310-0-4700-0000-3700-010-00000 NN P      861.64       861.64
        PO-008002 11/22/2023 435508A EES                  2 13-5310-0-4700-0000-3700-010-00000 NN P      334.16       334.16
        PO-008002 11/16/2023 435482 EES                   2 13-5310-0-4700-0000-3700-010-00000 NN P       97.50        97.50
        PO-008002 11/30/2023 435930 FJE/SVJH              6 13-5310-0-4300-0000-3700-020-00000 NN P      321.40       321.40
        PO-008002 11/30/2023 435930 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      156.95       156.95
        PO-008002 11/30/2023 435932 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      115.00       115.00
        PO-008002 11/27/2023 435612A FJE/SVJH             3 13-5310-0-4700-0000-3700-020-00000 NN P      220.00       220.00
        PO-008002 11/27/2023 435611A FJE/SVJH             3 13-5310-0-4700-0000-3700-020-00000 NN P      479.43       479.43
        PO-008002 12/04/2023 436017 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      100.00       100.00
        PO-008002 12/04/2023 436016A FJE/SVJH             3 13-5310-0-4700-0000-3700-020-00000 NN P      355.65       355.65
        PO-008002 12/07/2023 436167 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      100.00       100.00
        PO-008002 12/07/2023 436166 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      214.69       214.69
        PO-008002 12/11/2023 436263 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      402.82       402.82
        PO-008002 12/11/2023 436265 FJE/SVJH              3 13-5310-0-4700-0000-3700-020-00000 NN P      118.00       118.00
                                  TOTAL PAYMENT AMOUNT         3,776.52 *                                             3,776.52


201090/00   SYSCO

        PO-008009 11/27/2023 431744612 EHS                4 13-5310-0-4300-0000-3700-001-00000 NN P      291.47       291.47
        PO-008009 11/27/2023 431744612 EHS                1 13-5310-0-4700-0000-3700-001-00000 NN P    1,639.32     1,639.32
        PO-008009 12/04/2023 431759349 EHS                4 13-5310-0-4300-0000-3700-001-00000 NN F       73.32        24.11
        PO-008009 12/04/2023 431759349 EHS                1 13-5310-0-4700-0000-3700-001-00000 NN P      765.12       765.12
        PO-008009 11/06/2023 431709269 EHS                1 13-5310-0-4700-0000-3700-001-00000 NN P    2,534.19     2,534.19
        PO-008009 11/27/2023 431744613 EES                5 13-5310-0-4300-0000-3700-010-00000 NN P       92.45        92.45
        PO-008009 11/27/2023 431744613 EES                2 13-5310-0-4700-0000-3700-010-00000 NN P      515.63       515.63
        PO-008009 12/04/2023 431759350 EES                5 13-5310-0-4300-0000-3700-010-00000 NN P      231.80       231.80
        PO-008009 12/04/2023 431759350 EES                2 13-5310-0-4700-0000-3700-010-00000 NN P    1,526.44     1,526.44
        PO-008009 12/09/2023 431769663 EES                5 13-5310-0-4300-0000-3700-010-00000 NN P       49.09        49.09
        PO-008009 12/11/2023 431772286 EES                5 13-5310-0-4300-0000-3700-010-00000 NN P      276.54       276.54
        PO-008009 12/11/2023 431772286 EES                2 13-5310-0-4700-0000-3700-010-00000 NN P      987.88       987.88
        PO-008009 11/27/2023 431744611 FJE/SVJH           6 13-5310-0-4300-0000-3700-020-00000 NN F      177.51       444.82
        PO-008009 11/27/2023 431744611 FJE/SVJH           3 13-5310-0-4700-0000-3700-020-00000 NN P    2,842.69     2,842.69
        PO-008009 12/04/2023 431759348 FJE/SVJH           8 13-5310-0-4300-0000-3700-020-00000 NN P       93.73        93.73
        PO-008009 12/04/2023 431759348 FJE/SVJH           3 13-5310-0-4700-0000-3700-020-00000 NN P    2,627.92     2,627.92
        PO-008009 12/11/2023 431772285 FJE/SVJH           8 13-5310-0-4300-0000-3700-020-00000 NN P      277.73       277.73
        PO-008009 12/11/2023 431772285 FJE/SVJH           3 13-5310-0-4700-0000-3700-020-00000 NN P    1,692.06     1,692.06
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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
-------------------------------------------------------------------------------------------------------------------------
                                                TOTAL PAYMENT AMOUNT        16,912.99 *                          16,912.99


                                                TOTAL FUND      PAYMENT     24,590.87 **                         24,590.87


                                                TOTAL BATCH PAYMENT         24,796.74 ***          0.00          24,796.74


                                                TOTAL DISTRICT PAYMENT      24,796.74 ****         0.00          24,796.74


                                                TOTAL FOR ALL DISTRICTS:    24,796.74 ****         0.00          24,796.74


        Number of checks to be printed:    7, not counting voids due to stub overflows.                         24,796.74
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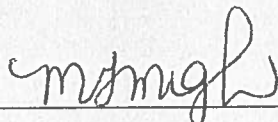
Batch # 1204

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	55,113.31	
11	Adult Education Fund	1,254.50	
12	Child Development Fund		
13	Cafeteria Fund	695.00	
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	57,062.81	

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: 12/22/23

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

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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
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300505/00   AFTERMARKET PARTS SUPPLY

    PO-006000 04/25/2023 61249 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      52.32       52.32
                                      TOTAL PAYMENT AMOUNT             52.32 *                                52.32


301253/00   ARAMARK UNIFORM SERVICE

    PO-004502 12/13/2023 5066461603 SVJH           1 01-0000-0-5500-0000-8100-002-30011 NN P     115.97      115.97
    PO-004502 12/13/2023 5066461624 EES            2 01-0000-0-5500-0000-8100-010-30011 NN P     125.72      125.72
    PO-004502 12/13/2023 5066461605 FJE            3 01-0000-0-5500-0000-8100-020-30011 NN P     148.46      148.46
    PO-006019 12/20/2023 5066467326 TRANSP         1 01-0000-0-5500-0000-8100-006-20008 NN P      57.60       57.60
                                      TOTAL PAYMENT AMOUNT            447.75 *                               447.75


300026/00   BAXTER AUTO PARTS

    PO-001079 11/08/2023 69184 EHS AG              1 01-7010-0-4300-3802-1000-001-00000 NN F     110.25      101.82
    PO-001079 11/08/2023 69183 EHS AG              2 01-7010-0-4300-3802-1000-001-00000 NN F     500.00      481.01
    PO-006001 12/06/2023 70995 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      37.10       37.10
    PO-006001 12/06/2023 70996 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      83.96       83.96
    PO-006001 11/28/2023 70434 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      17.58       17.58
    PO-006001 11/14/2023 69544 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      28.27       28.27
    PO-006001 11/13/2023 69441 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P     111.59      111.59
    PO-006001 11/11/2023 69345 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P     246.08      246.08
    PO-006001 11/06/2023 68978 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      64.63       64.63
    PO-006001 11/06/2023 68979 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      46.32       46.32
    PO-006001 11/07/2023 69010 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      76.73       76.73
    PO-006001 11/16/2023 69686 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      49.65       49.65
    PO-006001 11/16/2023 69687 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      59.27       59.27
    PO-006001 12/07/2023 71102 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      33.28       33.28
    PO-006001 12/18/2023 71802 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      40.21       40.21
    PO-006001 12/14/2023 71622 TRANSP              1 01-0000-0-4300-0000-3600-006-20008 NN P      40.21       40.21
                                      TOTAL PAYMENT AMOUNT          1,517.71 *                             1,517.71


302105/00   BELLA ART WORKS

    PO-003009 12/13/2023 000197 SRHS               1 01-9624-0-4300-3200-1000-003-00000 NN F     544.68      544.68
    PO-003505 12/06/2023 000195 SVO                1 01-0000-0-4300-1150-1000-009-00000 NN F      96.98       96.98
                                      TOTAL PAYMENT AMOUNT            641.66 *                               641.66
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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
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301620/00   BUSWEST

       PO-006020 11/16/2023 XA410046269:02 TRANSP          1 01-0000-0-4300-0000-3600-006-20008 NN P     186.59      186.59
       PO-006020 11/15/2023 XA400080732:01 TRANSP          1 01-0000-0-4300-0000-3600-006-20008 NN P     425.71      425.71
                                          TOTAL PAYMENT AMOUNT             612.30 *                                   612.30


200853/00   COLLEGE BOARD

       PO-001120 12/04/2023 P2310516421 EHS                1 01-0000-0-4300-1500-1000-001-00000 NN F      24.12       24.12
                                          TOTAL PAYMENT AMOUNT              24.12 *                                    24.12


057717/00   FAIRCHILD MEDICAL CLINICS

       PO-004041 12/18/2023 750002129                      1 01-0000-0-5800-0000-7200-004-00000 N6 P     139.00      139.00
                                          TOTAL PAYMENT AMOUNT             139.00 *                                   139.00


302058/00   FLINN SCIENTIFIC

       PO-001113 11/14/2023 2940706 EHS                    1 01-0000-0-4300-1647-1000-001-00000 NN P      25.67       25.67
       PO-001113 11/16/2023 2941546 EHS                    1 01-0000-0-4300-1647-1000-001-00000 NN F      15.01       15.02
                                          TOTAL PAYMENT AMOUNT              40.69 *                                    40.69


061060/00   FORT JONES ACE HARDWARE

       PO-004508 09/20/2023 6359 CREDIT                   10 01-0000-0-4300-0000-8100-002-30011 NN M       0.00      -58.46
       PO-004508 09/13/2023 6288 CREDIT                    6 01-0000-0-4300-0000-8100-020-30011 NN M       0.00      -16.08
       PO-004508 11/16/2023 6994 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      11.38       11.38
       PO-004508 11/17/2023 7001 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      76.10       76.10
       PO-004508 12/06/2023 7206 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      40.73       40.73
       PO-004508 11/30/2023 7137 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      11.78       11.78
       PO-004508 11/20/2023 7021 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P       3.41        3.41
       PO-004508 11/29/2023 7123 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      99.50       99.50
       PO-004508 11/28/2023 7099 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN M       0.00       -3.85
       PO-004508 11/27/2023 7080 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      11.55       11.55
       PO-004508 11/28/2023 7100 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P       8.57        8.57
       PO-004508 12/13/2023 7282 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      34.93       34.93
       PO-004508 11/15/2023 6982 FJE                       6 01-0000-0-4300-0000-8100-020-30011 NN P      13.93       13.93
       PO-004508 11/17/2023 7004 FJE                       6 01-0000-0-4300-0000-8100-020-30011 NN P      52.09       52.09
       PO-004508 12/06/2023 7210 FJE                       6 01-0000-0-4300-0000-8100-020-30011 NN P      50.15       50.15
       PO-004508 11/30/2023 7136 FJE                       6 01-0000-0-4300-0000-8100-020-30011 NN P      35.97       35.97
       PO-004508 11/30/2023 7135 DO                        5 01-0000-0-4300-0000-7200-004-00000 NN P       7.07        7.07
       PO-004508 12/11/2023 7253 SVJH                     10 01-0000-0-4300-0000-8100-002-30011 NN P      94.36       94.36
                                          TOTAL PAYMENT AMOUNT             473.13 *                                   473.13
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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
--------------------------------------------------------------------------------------------------------------------------------
061100/00   FORT JONES LUMBER YARD

        PO-001050 12/06/2023 297678 EHS              2 01-7010-0-4300-3802-1000-001-00000 NN P     585.23      585.23
        PO-001050 11/01/2023 295129 EHS              2 01-7010-0-4300-3802-1000-001-00000 NN P     312.97      312.97
        PO-002032 12/13/2023 298239 SVJH             1 01-0000-0-4300-1655-1000-002-00207 NN P      76.16       76.16
        PO-004505 11/01/2023 295170 SVJH             1 01-0000-0-4300-0000-8100-002-30011 NN P     285.27      285.27
        PO-004505 11/01/2023 295171 SVJH             1 01-0000-0-4300-0000-8100-002-30011 NN M       0.00      -92.24
        PO-004505 11/07/2023 295666 SVJH             1 01-0000-0-4300-0000-8100-002-30011 NN P      12.55       12.55
        PO-004505 11/06/2023 295531 SVJH             1 01-0000-0-4300-0000-8100-002-30011 NN P       1.04        1.04
        PO-004505 11/10/2023 295956 SVJH             1 01-0000-0-4300-0000-8100-002-30011 NN P       5.41        5.41
        PO-004505 11/06/2023 295530 SVJH             1 01-0000-0-4300-0000-8100-002-30011 NN P      49.23       49.23
        PO-004505 10/30/2023 294891 EHS              3 01-0000-0-4300-0000-8100-001-30011 NN P      14.58       14.58
        PO-004505 12/08/2023 297867 EHS              3 01-0000-0-4300-0000-8100-001-30011 NN P       7.27        7.27
        PO-004505 12/14/2023 298313 FJE              5 01-0000-0-4300-0000-8100-020-30011 NN P      15.28       15.28
                                        TOTAL PAYMENT AMOUNT          1,272.75 *                              1,272.75


200338/00   GRAINGER

        PO-006023 11/09/2023 9901080037 TRANSP       1 01-0000-0-4400-0000-3600-006-30017 NN F   1,774.46    1,774.46
                                        TOTAL PAYMENT AMOUNT          1,774.46 *                              1,774.46


200106/00   HUE & CRY SECURITY SYSTEMS

        PO-004009 12/22/2023 849260 SVJH             3 01-0000-0-5500-0000-8100-002-00000 NN P     495.00      495.00
        PO-004009 12/22/2023 849260 FJE              2 01-0000-0-5500-0000-8100-020-00000 NN P     165.00      165.00
        PO-004009 12/22/2023 849260 EES              1 01-0000-0-5500-0000-8100-010-00000 NN P     190.00      190.00
                                        TOTAL PAYMENT AMOUNT            850.00 *                                850.00


302399/00   JEFFERSON PEST CONTROL

        PO-004542 12/13/2023 21637 EHS               1 01-0000-0-5800-0000-8100-001-00000 NN P      30.00       30.00
                                        TOTAL PAYMENT AMOUNT             30.00 *                                 30.00


085355/00   JONES SCHOOL SUPPLY CO. INC

        PO-002047 12/08/2023 2040698 SVJH            1 01-0000-0-4300-0000-2700-002-00000 NN F     418.25      424.31
                                        TOTAL PAYMENT AMOUNT            424.31 *                                424.31
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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
--------------------------------------------------------------------------------------------------------------------------
300984/00   LES SCHWAB TIRES

        PO-006018 11/22/2023 67600641936 TRANSP           1 01-0000-0-4343-0000-3600-006-20008 NN P   1,315.46    1,315.46
        PO-006018 11/27/2023 67600642415 TRANSP           1 01-0000-0-4343-0000-3600-006-20008 NN P   1,315.46    1,315.46
        PO-006018 11/16/2023 67600640973 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 11/13/2023 67600640302 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 11/14/2023 67600640514 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018          67600640919 TRANSP             2 01-0000-0-5600-0000-3600-006-20008 NN P      91.96       91.96
        PO-006018 11/13/2023 67600640406 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 11/27/2023 67600642473 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P     166.96      166.96
        PO-006018 11/29/2023 67600642874 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 11/28/2023 67600642647 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 11/17/2023 67600641125 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 11/28/2023 67600642702 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 12/04/2023 67600643838 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
        PO-006018 12/01/2023 67600643381 TRANSP           2 01-0000-0-5600-0000-3600-006-20008 NN P      99.96       99.96
                                          TOTAL PAYMENT AMOUNT          3,889.44 *                               3,889.44


201030/00   MEAN GENE'S GAS

        PO-004037 11/30/2023 167543 EHS                   1 01-0000-0-5510-0000-8100-001-00000 NN P     321.75      321.75
                                          TOTAL PAYMENT AMOUNT            321.75 *                                 321.75


111076/00   MT SHASTA SPRING WATER

        PO-001014 11/15/2023 315713 EHS                   1 01-0000-0-4300-0000-2700-001-00000 NN P      49.29       49.29
        PO-001014 12/08/2023 316928 EHS                   1 01-0000-0-4300-0000-2700-001-00000 NN P      58.04       58.04
        PO-002006 11/15/2023 315697 SVJH                  3 01-9624-0-5600-0000-2700-002-00000 NN P      13.41       13.41
        PO-002006 11/15/2023 315697 SVJH                  1 01-9624-0-4300-0000-2700-002-00000 NN P      93.04       93.04
        PO-002006 12/08/2023 316911 SVJH                  3 01-9624-0-5600-0000-2700-002-00000 NN P      13.41       13.41
        PO-002006 12/08/2023 316911 SVJH                  1 01-9624-0-4300-0000-2700-002-00000 NN P      43.75       43.75
        PO-002006 12/08/2023 316950 SVJH                  1 01-9624-0-4300-0000-2700-002-00000 NN M       0.00      -49.29
        PO-002006 12/08/2023 316912 SVJH                  1 01-9624-0-4300-0000-2700-002-00000 NN P      93.04       93.04
        PO-010017 12/08/2023 316931 EES                   1 01-9624-0-4300-0000-2700-010-00000 NN P      58.04       58.04
        PO-020024 12/08/2023 316914 FJE                   1 01-0000-0-4300-0000-2700-020-00000 NN P      49.29       49.29
                                          TOTAL PAYMENT AMOUNT            422.02 *                                 422.02


117950/00   NORTH COAST ELECTRIC COMPANY

        PO-004503 11/08/2023 S013022767.001 SVJH          2 01-0000-0-4300-0000-8100-002-30011 NN P     162.00      162.00
        PO-004503 11/15/2023 S013036101.001 SVJH          2 01-0000-0-4300-0000-8100-002-30011 NN P      72.56       72.56
                                          TOTAL PAYMENT AMOUNT            234.56 *                                 234.56
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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
---------------------------------------------------------------------------------------------------------------------------
119783/00    ODP BUSINESS SOLUTIONS INC

         PO-001031 11/09/2023 340817189001 EHS             1 01-0000-0-4300-1500-1000-001-00000 NN P      57.13       57.13
         PO-004011 11/30/2023 343579010001 DO              1 01-0000-0-4300-0000-7200-004-00000 NN P      47.18       47.18
         PO-004011 11/22/2023 343296356001 DO              1 01-0000-0-4300-0000-7200-004-00000 NN P      42.39       42.39
         PO-020050 11/17/2023 342892075001 FJE             1 01-0000-0-4300-0000-2700-020-00000 NN F     584.51      584.51
                                                 TOTAL PAYMENT AMOUNT          731.21 *                               731.21


200203/00    OREGON SHAKESPEARE FESTIVAL

         PO-001130 12/04/2023 3698545 ETNA HIGH SCHOOL     1 01-0000-0-4300-1619-1000-001-00000 NN F     308.00      308.00
                                                 TOTAL PAYMENT AMOUNT          308.00 *                               308.00


127200/00    PITNEY BOWES GLOBAL FINANCIAL

         PO-004010 12/12/2023 1024440429 DO                2 01-0000-0-4300-0000-7200-004-00000 NN F     300.00      293.73
                                                 TOTAL PAYMENT AMOUNT          293.73 *                               293.73


300182/00    SCHOOL OUTFITTERS

         PO-002027 11/15/2023 14080096 SVJH                1 01-3217-0-4300-1280-2420-002-30013 NN F   5,008.00    5,020.57
         PO-002027 11/29/2023 14084613 SVJH                2 01-3218-0-4300-1280-2420-002-30013 NN P     218.64      218.64
         PO-002027 11/14/2023 14079605 SVJH                2 01-3218-0-4300-1280-2420-002-30013 NN F   4,067.36    4,066.06
                                                 TOTAL PAYMENT AMOUNT        9,305.27 *                             9,305.27


143300/00    SCOTT VALLEY AUTO PARTS

         PO-006012 11/07/2023 378725 TRANSP                1 01-0000-0-4300-0000-3600-006-20008 NN P     371.73      371.73
         PO-006012 11/22/2023 379367 TRANSP                1 01-0000-0-4300-0000-3600-006-20008 NN P      49.72       49.72
         PO-006012 11/08/2023 378808 TRANSP                1 01-0000-0-4300-0000-3600-006-20008 NN P      46.36       46.36
         PO-006012 11/17/2023 379197 SVJH                  3 01-0000-0-4300-0000-8100-002-00000 NN P      13.22       13.22
         PO-006012 12/11/2023 380058 SVJH                  3 01-0000-0-4300-0000-8100-002-00000 NN P      13.22       13.22
                                                 TOTAL PAYMENT AMOUNT          494.25 *                               494.25


200843/00    SISKIYOU COUNTY

         PO-004048 12/04/2023 OBTS 11.2023 - 1103          1 01-0000-0-5550-0000-8100-001-00000 NN P     596.80      596.80
                                                 TOTAL PAYMENT AMOUNT          596.80 *                               596.80
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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
-------------------------------------------------------------------------------------------------------------------------------
301282/00   SISKIYOU COUNTY COMMUNITY

      PO-004027 12/07/2023 0345842 EHS                1 01-0000-0-5800-0000-8100-001-00000 NN F     407.50     470.00
      PO-004027 12/04/2023 0345810 SVJH               2 01-0000-0-5800-0000-8100-002-00000 NN F     355.00     400.00
      PO-004027 12/07/2023 0345707 EES                3 01-0000-0-5800-0000-8100-010-00000 NN F     194.00     204.00
                                        TOTAL PAYMENT AMOUNT              1,074.00 *                          1,074.00


149460/00   SISKIYOU COUNTY OFFICE OF EDU

      PO-004005 11/20/2023 240260 EES 5TH SCIENCE    15 01-0000-0-5800-1150-1000-010-00000 NN P   1,250.00   1,250.00
      PO-004005 12/08/2023 240309 FINGERPRINTING      1 01-0000-0-5800-0000-7200-004-00000 NN P     144.00     144.00
      PO-004005 12/06/2023 240297 SISNET INTERNET    11 01-0000-0-5800-0000-2460-004-00000 NN F   3,251.00   3,251.00
      PO-004005 12/08/2023 240330 CO-OP SERVICES     10 01-3010-0-5800-0000-7200-004-00000 NN P   5,250.00   5,250.00
                                        TOTAL PAYMENT AMOUNT              9,895.00 *                          9,895.00


301869/00   SMARTTRASH

      PO-004515 12/01/2023 015450                     1 01-0000-0-5800-0000-8100-001-30011 NN P      80.00      80.00
                                        TOTAL PAYMENT AMOUNT                 80.00 *                             80.00


155320/00   SPORTSMEN'S DEN

      PO-002051 12/13/2023 2200000130402 SVJH         1 01-0000-0-4300-1300-4200-002-00000 NN F      54.83      54.83
                                        TOTAL PAYMENT AMOUNT                 54.83 *                             54.83


159310/00   SUBURBAN PROPANE

      PO-004003 11/24/2023 206630 SVJH                2 01-0000-0-5515-0000-8100-002-00000 NN P   4,001.14   4,001.14
      PO-004003 11/29/2023 206667 SVJH                2 01-0000-0-5515-0000-8100-002-00000 NN P   1,905.09   1,905.09
      PO-004003 12/12/2023 206776 SVJH                2 01-0000-0-5515-0000-8100-002-00000 NN P   3,138.51   3,138.51
                                        TOTAL PAYMENT AMOUNT              9,044.74 *                          9,044.74


302041/00   TRAFERA LLC

      PO-005082 12/14/2023 I000897216 SVJH            1 01-6762-0-4400-0000-2460-002-00000 NN F   6,068.84   6,068.84
                                        TOTAL PAYMENT AMOUNT              6,068.84 *                          6,068.84
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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
--------------------------------------------------------------------------------------------------------------------------
301677/00   WALTER E NELSON CO

      PO-004506 12/04/2023 161522 EHS                1 01-0000-0-4300-0000-8100-001-30011 NN P      83.87        83.87
      PO-004506 11/21/2023 161245 EHS                1 01-0000-0-4300-0000-8100-001-30011 NN P   1,268.10     1,268.10
      PO-004506 11/21/2023 161216 SVJH               2 01-0000-0-4300-0000-8100-002-30011 NN P     447.99       447.99
      PO-004506 12/05/2023 161567 SVJH               2 01-0000-0-4300-0000-8100-002-30011 NN P     165.47       165.47
      PO-004506 12/05/2023 161530 SVJH               2 01-0000-0-4300-0000-8100-002-30011 NN P     362.10       362.10
      PO-004506 12/05/2023 161566 SVJH               2 01-0000-0-4300-0000-8100-002-30011 NN P     167.73       167.73
      PO-004506 12/04/2023 161513 EES                3 01-0000-0-4300-0000-8100-010-30011 NN P      39.67        39.67
      PO-004506 12/04/2023 161454 EES                3 01-0000-0-4300-0000-8100-010-30011 NN P      26.39        26.39
      PO-004506 11/21/2023 161187 FJE                4 01-0000-0-4300-0000-8100-020-30011 NN P      93.31        93.31
      PO-004506 11/21/2023 161199 FJE                4 01-0000-0-4300-0000-8100-020-30011 NN P     323.79       323.79
      PO-004506 12/05/2023 161551 FJE                4 01-0000-0-4300-0000-8100-020-30011 NN P     900.25       900.25
                                              TOTAL PAYMENT AMOUNT           3,878.67 *                         3,878.67


300736/00   WEST VALLEY FFA

      PO-001124 11/13/2023 107 ETNA FFA              1 01-7010-0-5200-3802-1000-001-00000 NN F     120.00       120.00
                                              TOTAL PAYMENT AMOUNT             120.00 *                           120.00


                                              TOTAL FUND     PAYMENT        55,113.31 **                       55,113.31
```

```
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
------------------------------------------------------------------------------------------------------------------------------------
119783/00   ODP BUSINESS SOLUTIONS INC

    PO-003211 11/17/2023 342687578001 ADULT ED           1 11-6391-0-4300-4110-1000-008-00000 NN P    1,254.50     1,254.50
                                            TOTAL PAYMENT AMOUNT           1,254.50 *                               1,254.50


                                     TOTAL FUND      PAYMENT           1,254.50 **                              1,254.50
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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
---------------------------------------------------------------------------------------------------------------------------------
301282/00   SISKIYOU COUNTY COMMUNITY

       PO-008006 12/21/2023 000228 ETNA HIGH            1 13-5310-0-5800-0000-3700-001-00000 NN F      200.00       200.00
       PO-008006 12/21/2023 000226 ETNA ELEM            2 13-5310-0-5800-0000-3700-010-00000 NN F      200.00       200.00
       PO-008006 12/21/2023 000241 FORT JONES ELEM      3 13-5310-0-5800-0000-3700-020-00000 NN P      200.00       200.00
       PO-008006 12/21/2023 000407 SCOTT VALLEY JR HIGH 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        695.00 **                       695.00


                                          TOTAL BATCH PAYMENT        57,062.81 ***        0.00       57,062.81


                                          TOTAL DISTRICT PAYMENT     57,062.81 ****       0.00       57,062.81


                                          TOTAL FOR ALL DISTRICTS:   57,062.81 ****       0.00       57,062.81


       Number of checks to be printed:    34, not counting voids due to stub overflows.                57,062.81
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— Special —

Batch # 101

SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING

* NBS for Kathy *

District # __40__   District Name: __Scott Valley Unified__

Fund #	Fund Name	District Total	Audited Total
01	General Fund	105,462.45	
11	Adult Education Fund		
12	Child Development Fund	614.04	
13	Cafeteria Fund	4,832.86	
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	110,909.35	

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: 1/3/24

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   040

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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-240065 01/03/2024 559040                     01-0000-0-9514-0000-0000-000-00000 NN                      92.78
    PV-240065 01/03/2024 559040                     01-0000-0-9556-0000-0000-000-00000 NN                     976.20
                                   TOTAL PAYMENT AMOUNT        1,068.98 *                                   1,068.98


030185/00   CALIFORNIA'S VALUED TRUST

    PV-240066 01/03/2024 1689 SCOTT VALLEY USD      01-0000-0-9514-0000-0000-000-00000 NN                  88,761.81
                                   TOTAL PAYMENT AMOUNT       88,761.81 *                                  88,761.81


300383/00   DOWNEY HEATING & COOLING INC

    PO-004562 12/30/2023 9013 SVJH              1 01-8150-0-5600-0000-8100-002-00000 NN F   6,300.00      6,300.00
                                   TOTAL PAYMENT AMOUNT        6,300.00 *                                   6,300.00


301618/00   EZ JANITORIAL

    PO-004553 12/01/2023 104 FJE               2 01-0000-0-5800-0000-8100-004-00000 NY P   4,600.00      4,600.00
                                   TOTAL PAYMENT AMOUNT        4,600.00 *                                   4,600.00


301766/00   HEALTH EQUITY

    PV-240067 01/03/2024 23250 SCOTT VALLEY USD     01-0000-0-9514-0000-0000-000-00000 NN                   4,231.66
                                   TOTAL PAYMENT AMOUNT        4,231.66 *                                   4,231.66


301995/00   NBS RETIREMENT SERVICES

    PV-240068 01/03/2024 403 (B) TSA                01-0000-0-3902-1150-1000-010-00000 NN                      62.50
    PV-240068 01/03/2024 403 (B) TSA                01-3010-0-3902-1150-1000-010-00000 NN                      62.50
    PV-240068 01/03/2024 403 (B) TSA                01-6500-0-3902-5760-1120-020-00000 NN                      92.20
    PV-240068 01/03/2024 403 (B) TSA                01-0000-0-3902-1150-1000-020-00000 NN                      32.80
    PV-240068 01/03/2024 403 (B) TSA                01-3213-0-3902-1280-1000-002-00000 NN                     125.00
    PV-240068 01/03/2024 403 (B) TSA                01-7435-0-3902-1280-1000-002-00000 NN                     125.00
                                   TOTAL PAYMENT AMOUNT          500.00 *                                     500.00


                                   TOTAL FUND    PAYMENT      105,462.45 **                               105,462.45
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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-240066 01/03/2024 1689 SCOTT VALLEY USD          12-6105-0-9514-0000-0000-000-00000 NN                      614.04
                                              TOTAL PAYMENT AMOUNT          614.04 *                                 614.04


                                  TOTAL FUND     PAYMENT         614.04 **                                           614.04
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```
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-240066 01/03/2024 1689 SCOTT VALLEY USD              13-5310-0-9514-0000-0000-000-00000 NN                   4,832.86
                                          TOTAL PAYMENT AMOUNT               4,832.86 *                               4,832.86


                                          TOTAL FUND     PAYMENT             4,832.86 **                              4,832.86


                                          TOTAL BATCH PAYMENT              110,909.35 ***            0.00           110,909.35


                                          TOTAL DISTRICT PAYMENT           110,909.35 ****           0.00           110,909.35


                                          TOTAL FOR ALL DISTRICTS:         110,909.35 ****           0.00           110,909.35


         Number of checks to be printed:      8, not counting voids due to stub overflows.                         110,909.35
```
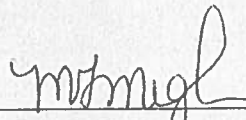
SISKIYOU COUNTY OFFICE OF EDUCATION
REQUEST FOR WARRANT PROCESSING

District # **40**   District Name: **Scott Valley Unified**

Fund #	Fund Name	District Total	Audited Total
01	General Fund	14,909.80	
11	Adult Education Fund	445.41	
12	Child Development Fund		
13	Cafeteria Fund	241.06	
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	15,596.27	

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: 1/4/24

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

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040 SCOTT VALLEY UNIFIED       J20189        ACCOUNTS PAYABLE PRELIST        APY500  L.00.22 01/04/24 13:34 PAGE    1
BATCH 102                                  BATCH: 0102 BATCH 102                    << Open >>
                                           FUND   : 01      GENERAL FUND

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
-----------------------------------------------------------------------------------------------------------------------
302336/00   AMAZON CAPITAL SERVICES

       PO-001117 01/03/2024 13PGP3N7QYFC EHS        1 01-0000-0-4300-3802-1000-001-00000 NN F      25.91       25.91
       PO-001122 12/11/2023 1QYMFPKGYJLJ EHS        1 01-0000-0-4300-1500-1000-001-00000 NN F     292.60      292.60
       PO-001125 12/14/2023 1YRYL7MR3KQC EHS        1 01-0000-0-4300-1647-1000-001-00000 NN F      98.51       98.51
       PO-001126 12/14/2023 11P1NNTN19QT EHS        1 01-0000-0-4300-1500-1000-001-00000 NN F     192.96      192.96
       PO-002043 12/09/2023 1L9TL1DDHGWC SVJH       1 01-0000-0-4300-1280-2420-002-00000 NN F     450.00      443.50
       PO-002049 12/14/2023 137FFXQJ1DDX SVJH       1 01-0000-0-4300-0000-2700-002-00000 NN F     201.81      201.81
       PO-005085 12/09/2023 13KPFLHMJ6JP DO         1 01-9624-0-4400-0000-7200-004-00000 NN P   1,040.91    1,040.91
       PO-005086 12/03/2023 17KCV4RP14VR IT         1 01-9621-0-4300-0000-2460-004-00000 NN F     267.16      267.16
       PO-006011 11/28/2023 1YDPXKGVFVGM TRANSP     1 01-0000-0-4300-0000-3600-006-20008 NN P      29.86       29.86
       PO-010039 11/30/2023 1LH6KNP3776P EES        2 01-0000-0-4300-1150-1000-010-00000 NN F      16.06       16.06
                                        TOTAL PAYMENT AMOUNT         2,609.28 *                             2,609.28


300044/00   CASANDRA MERRIHEW

       PO-020017 01/03/2024 FJE                     3 01-0000-0-4300-1150-1000-020-02005 NN F      31.58       31.58
                                        TOTAL PAYMENT AMOUNT            31.58 *                                31.58


301860/00   GO GUARDIAN

       PO-005087 12/01/2023 112625 TUTOR ME         1 01-2600-0-5800-1110-1000-004-30006 NN F  11,500.00   11,500.00
                                        TOTAL PAYMENT AMOUNT        11,500.00 *                            11,500.00


300417/00   JULIE HOGUN

       PO-004059 01/03/2024 MILEAGE REIMB           1 01-0000-0-5200-0000-7200-004-00000 NN P     267.24      267.24
                                        TOTAL PAYMENT AMOUNT           267.24 *                               267.24


300046/00   LISA THEOFANIDES

       PO-003506 01/03/2024 SVO                     1 01-0000-0-4300-1150-1000-009-00000 NN P     176.03      176.03
       PO-003506 01/03/2024 SVO                     1 01-0000-0-4300-1150-1000-009-00000 NN F     174.35      174.53
                                        TOTAL PAYMENT AMOUNT           350.56 *                               350.56


300053/00   RAYLENE M LANG

       PO-020053 01/03/2024 FJE                     1 01-0000-0-4300-0000-2700-020-00000 YN F     151.14      151.14
                                        TOTAL PAYMENT AMOUNT           151.14 *                               151.14
                                        TOTAL USE TAX AMOUNT                                                   10.96


                                        TOTAL FUND    PAYMENT      14,909.80 **                            14,909.80
                                        TOTAL USE TAX AMOUNT                                                   10.96
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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
-----------------------------------------------------------------------------------------------------------------------------
302336/00   AMAZON CAPITAL SERVICES

      PO-003206 12/13/2023 1CXGKPTHTN6C ADULT ED          3 11-6391-0-4300-4110-1000-008-00000 NN P      35.41       35.41
      PO-003206 12/06/2023 1VKQK6DCQ17N ADULT ED          3 11-6391-0-4300-4110-1000-008-00000 NN P      23.58       23.58
      PO-003206 12/07/2023 1GJP6PTJYQP1 ADULT ED          3 11-6391-0-4300-4110-1000-008-00000 NN P      34.28       34.28
      PO-003206 11/30/2023 1HV9J6XT4WV9 ADULT ED          3 11-6391-0-4300-4110-1000-008-00000 NN P      33.21       33.21
      PO-003206 11/07/2023 1V64KKMJ1JMY ADULT ED          3 11-6391-0-4300-4110-1000-008-00000 NN M       0.00     -116.90
      PO-003214 12/06/2023 1QF9NXL3L1H4 ADULT ED          1 11-6391-0-4300-4110-1000-008-00000 NN F     366.82      366.82
                                           TOTAL PAYMENT AMOUNT            376.40 *                                  376.40


302043/00   BRIANNA MOYLES

      PO-003502 01/03/2024 MILEAGE                        2 11-6391-0-5200-4110-1000-008-00000 NN P      69.01       69.01
                                           TOTAL PAYMENT AMOUNT             69.01 *                                   69.01


                                           TOTAL FUND      PAYMENT         445.41 **                                 445.41
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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
-------------------------------------------------------------------------------------------------------------------------------
302336/00   AMAZON CAPITAL SERVICES

       PO-008017 11/27/2023 1QRL6CHF974T EES                      1 13-5310-0-4300-0000-3700-010-00000 NN P       18.26          18.26
       PO-008017 12/04/2023 1YCLRPH99Q6G EED                      1 13-5310-0-4300-0000-3700-010-00000 NN F       97.80          97.80
                                          TOTAL PAYMENT AMOUNT             116.06 *                                              116.06


302410/00   KRISTY SWEEZEY

       PO-008018 01/03/2024 FOOD SAFETY CLASS                     1 13-7032-0-5800-0000-3700-010-00000 NN F      125.00         125.00
                                          TOTAL PAYMENT AMOUNT             125.00 *                                              125.00


                                          TOTAL FUND       PAYMENT         241.06 **                                            241.06


                                          TOTAL BATCH PAYMENT       15,596.27 ***           0.00                             15,596.27
                                          TOTAL USE TAX AMOUNT                                                                    10.96


                                          TOTAL DISTRICT PAYMENT     15,596.27 ****         0.00                             15,596.27
                                          TOTAL USE TAX AMOUNT                                                                    10.96


                                          TOTAL FOR ALL DISTRICTS:     15,596.27 ****       0.00                             15,596.27
                                          TOTAL USE TAX AMOUNT                                                                    10.96


         Number of checks to be printed:    10, not counting voids due to stub overflows.                                    15,596.27
```

— Special —

Batch # 103

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	15,205.⁰⁰	
11	Adult Education Fund	14,433.72	
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	29,638.72	

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: 1/9/24

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_

048   048

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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
--------------------------------------------------------------------------------------------------------------------------------------
302287/00    STEWART SIGNS

     PO-020000 08/23/2023 228981 FJE MARQUE                   3 01-8150-0-6400-0000-8100-020-00000 NN F      7,602.50      7,602.50
     PO-020000 08/23/2023 228981 FJE MARQUE                   4 01-9624-0-6400-1150-1000-020-00000 NN F      7,602.50      7,602.50
                                                  TOTAL PAYMENT AMOUNT            15,205.00 *                              15,205.00


                                                  TOTAL FUND     PAYMENT         15,205.00 **                             15,205.00
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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
----------------------------------------------------------------------------------------------------------------------------------
302350/00    TORCHBEARR

       PO-003217 12/19/2023 2023-01-002 ADULT ED FIRE CLS          1 11-6391-0-5800-4110-2700-008-00000 NN F    14,433.72      14,433.72
                                         TOTAL PAYMENT AMOUNT                   14,433.72 *                                      14,433.72


                                         TOTAL FUND      PAYMENT               14,433.72 **                                     14,433.72


                                         TOTAL BATCH PAYMENT                   29,638.72 ***           0.00                     29,638.72


                                         TOTAL DISTRICT PAYMENT                29,638.72 ****          0.00                     29,638.72


                                         TOTAL FOR ALL DISTRICTS:              29,638.72 ****          0.00                     29,638.72


        Number of checks to be printed:     2, not counting voids due to stub overflows.                                        29,638.72
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2023-2024 Master Stipend List
Certificated and Classified

Board approval: presented for approval 01/17/2024

Description
Coach, track asst, EHS-split stipend
Coach, track asst, EHS-split stipend
SCOE Getting Reading Right Training (to be reimb)
SCOE Getting Reading Right Training (to be reimb)
SCOE Getting Reading Right Training (to be reimb)
SCOE Getting Reading Right Training (to be reimb)
SCOE Getting Reading Right Training (to be reimb)
SCOE Getting Reading Right Training (to be reimb)
SCOE Tech-Based Tools for Vocab Dev (to be reimb)
SCOE Tech-Based Tools for Vocab Dev (to be reimb)
SCOE Tech-Based Tools for Vocab Dev (to be reimb)
SCOE Tech-Based Tools for Vocab Dev (to be reimb)

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
2023-2024 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 C 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
24-012	BNG FINISH PRODUCTS	$11,200	EHS Kitchen Repairs	1/17/2024
24-013	Torchbearr	$14,444	Adult ED Fire Class	1/17/2024

Extra Duty hours for Classified, Short Term, and Certificated Employees-01/17 /2023
Extra hours for Classified staff to attend IEP or SST meetings-**As needed**

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 2024
(*check one*)　　　　　　　　　　　　　❏　April 2024
　　　　　　　　　　　　　　　　　　❏　July 2024
　　　　　　　　　　　　　　　　　　❏　October 2024

Date for information to be reported publicly at governing board meeting: __January 17, 2024__

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 17, 2024__
Date

Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent: Scott Valley Unified School District

Contact Name: Micheline Miglis

Contact Email: mmiglis@svusd.us

Contact Phone: 530-468-2727

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Etna Elementary School

2. Fort Jones Elementary School

3. Scott Valley Junior High School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be

intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Expanded Learning Opportunities Program is based out of our three school sites, Fort Jones Elementary, Etna Elementary, and Scott Valley Junior High, to allow for easy access to activities without a need for traveling. Depending on the type of activity, students will have access to the various sites and community locations (such as Kidder Creek Outdoor Camp, Etna Police Activities League Center, local Public Libraries, and any other district or county office of education locations to carry out an activity with our staff) and transportation will be provided as necessary.

In an effort to to create and maintain safety procedures that are aligned with the instructional day, such as staff training and practice drills with students and staff, daily check-ins and monthly meetings with school administration will be held. Program staff will also participate in training to successfully implement these procedures with students.

Each of our three school sites strive to create a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of the students by having program staff participate in ongoing professional development training, including social-emotional learning (SEL) and safety protocols. With safety as a primary goal of the Expanded Learning Opportunity Program, we strive to offer an environment where all children feel physically, emotionally, and culturally safe. Expectations are established with our educational partners at the beginning of each program year, are a living document that can be revised throughout the year to meet the needs of the school environment, and are continuously referred to and enforced every day at program.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Program staff make it a priority to maintain weekly communication with school staff, school administrators and the district coordinator, in efforts to identify the material students learn during the school day or need to expand for the summer. This information is then utilized to plan for structured activities and homework time, during which students are able to receive one-on-one support for those who have higher academic needs, or for those who require more time to complete their work to close learning gaps.

We also use a strengths-based lens, where staff constantly praise students for their contributions and positive efforts, rather than focusing on their deficits. This approach has fostered positive relationships between staff, students and families resulting in a more engaged learning environment. Students are more willing to try new activities and challenge themselves to reach new heights and maintain a growth mindset.

When planning for enrichment activities, program staff intentionally survey students for input on which opportunities they will be most interested in. The focus for each enrichment activity offered are the five supports and

opportunities: Safety, Relationship-building, Youth Participation, Community Involvement, and Skill-building. Throughout the program, students will be given opportunities to participate in Science, Technology, Engineering, Art and Math projects, as well as cooking, fly-tying, gardening to engage in hands-on learning. Some of these projects may include: roller coasters, volcanoes, robots, programming robots, creating an art display for our local county fair. Partnering with other community resources that may include field trips, experiential learning activities and arts education. These partnerships are critical for our rural program, where students may lack the opportunity to engage in these activities outside of school. As a result of the Expanded Learning Opportunities Progra, students will have access beyond the traditional school schedule, engaging in these educational activities throughout the summer.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The educational enrichment portion includes special skill building activities designed to increase a student's skill-base for success, interest in school, social competency, and/or physical fitness. Arts and crafts are offered daily for grades K-5 and at least once per week for grades 6-8. Active play, through organized games, recreational activities, tournament play, and/or physical fitness activities are offered daily for all grades (weather permitting).

Activities and options will be offered through monthly scheduling, special events, and club venues on a rotating basis. These options often focus on language arts, science or math skills in expanded learning environments aligned with current curriculums being offered during the regular school day. Examples include Renaissance Learning, math and reading lab, IXL, and a variety of accelerated and/or hands-on learning opportunities. These options may change depending on the ELOP training offered, staff competency, student interest groups, teacher input, and time of school year.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The Scott Valley Unified School District program will incorporate feedback obtained from students through surveys provided at the end of each semester when designing program curriculum and activities. SVUSD takes great pride in honoring student participation through their voice and choice. Program staff will also conduct on-going check-ins with students after activities are completed, to learn about ways to improve or replace techniques that were not as successful. Moreover, our site coordinators will meet with the District Coordinator each month to share feedback from student input and how we can incorporate youth voice.

Students in grades TK-1 will have the opportunity to participate in daily enrichment activities throughout the regular school year. In addition to the regular school year program, students in grades 2-7 will have the opportunity to participate in our Summer Learning Matters summer school program, which has received rave reviews by attendees.

Students in higher grades will be encouraged to volunteer in our academic and enrichment programs to provide opportunities for community services and to become more involved in the community. Students will also participate in clean-up committees, with the intention of raising environmental awareness. Our program serves a rural community. We strive each year to leverage outsides resources, activities, and programs that expose our youth to new opportunities. Our goal is to increase our student's social capital and encourage them to strengthen their

leadership skills by trying new things. Our Expanded Learning Opportunity Program team focuses on ways to expose youth to leadership opportunities, while encouraging our students to share their ideas and ways to improve their program.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

The Scott Valley Unified School District program will continue to incorporate healthy nutritional practices and provide daily physical activities that promote a better quality of life. While promoting gardening at each site, students will be provided an opportunity to yield fresh produce for students to consume in the program or take home, the purpose of encouraging healthy eating habits and addressing food insecurity issues in the community will remain a constant. In addition an afternoon snack during the school year; breakfast, lunch, and lunch during the summer that meets the Snacks & Meal Standards for the State of California will also be provided to students daily. The following list reflects examples of snacks that are provided:

1) Fresh fruit

2) Reduced-fat cheese sticks

3) Fruit-based drinks

4) Individually packaged portions of nuts

Students will also participate in physical activities, sports and intramural programs through a variety of offerings that include, but are not limited to: dance, sports, obstacle courses, rock wall climbing, rope climbing, among others.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Scott Valley Unified School District program creates and environment that promotes diversity and cultural acceptance, allowing for students to celebrate their cultural and unique backgrounds through planned activities. Our staff works to effectively communicate with parents to keep them informed of planned activities. With SVUSD having a large population of Native Americans, we are intentional about working with our educational partners and staff that can provide activities and lessons relevant to our local culture.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

All Scott Valley Unified School District program staff will meet the minimum qualifications of a District Instructional Aide, certificated teacher, or mentor. SVUSD will use the District's policies and testing instruments to determine qualification compliance when hiring new staff. Program staff will be recruited through a resume screening, interviewing and selection process. Academic, active play, and special engagement attributes together with relevant

previous experience are all considered in maintaining a balanced and capable staffing pattern. Selected applicants are required to undergo fingerprinting and complete job requirements as conditions for continued employment. Program staff are given on-the-job time for preparing activities, special events and clubs. In addition, SVUSD is committed to providing ongoing professional development in order to provide the highest quality of service to the students and families we serve.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The Scott Valley Unified School District program is modeled after the three goals of the Local Control and Accountability Plan (LCAP). The program values and encourages the professional development of our staff with the purpose of creating an environment that will develop healthy young people through identifying and building on their strengths, as well as through utilizing safety, relationship-building, youth engagement, community involvement, and academic skill-building.

Our program aims to identify and address the needs of the community, students, parents and school by providing them with an opportunity to express their needs and concerns through a parent orientation meeting, constant communication with school staff, students and educational partners through regular check-ins.

The program is committed to an annual, broad-based assessment process that merges the input of many vested educational partners. The purpose of the process is to allow for continuing program improvement dialogue, research-based program improvement efforts and program adaptations.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Program has three (3) specific levels of partnering and collaboration:

1) The District/Community Partnership confirmed a contractual relationship with various community resources; and

2) The school site partnership evidenced by the on-campus placement of a program lead, Director, and the resulting opportunity for daily communication exchange with staff and site administration; and

3) The extension of services collaborated between the local law enforcement agencies, mental health services, resource education and the program to provide services to at-risk children.

As a small, rural district, SVUSD remains committed to developing and strengthening collaborative partnerships with local agencies and services to provide support and opportunities for our students and families.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Scott Valley Unified School District (SVUSD) program strives to provide continuous quality programs, activities and resources for our students and families. Our Program will use survey results and monthly evaluations as our method for data driven Quality Improvement. Each year our Program will identify goals to improve the services and activities we provide to students and families. The survey results from students, families, staff and instructors will be collected annually, at a minimum, and analyzed prior to planning future activities and enrichments. The data will be shared with staff, families, community members and students in an effort to provide opportunities that are of interest and engaging to our students.

11—Program Management

Describe the plan for program management.

Our Scott Valley Unified School District program values our staff and their professional development. We aim to hire individuals who have a genuine interest in working in education or the child development field. The funding is used in a way that matches our vision, mission, and goals of positive youth development. As a result, the program requires strong leadership that has the time and resources to implement the program goals and ensure that our core values are thriving.

Program funding should be budgeted in a way that values professional development for staff, to include attendance at the annual Siskiyou County Office of Education SAFE Back to School Kick Off meeting, that all program coordinators and assistants attend. Program Coordinators are also encouraged to attend the state ASES symposium held annually, to gain a greater understanding and additional knowledge to foster their unique talents to create an environment where young people can thrive.

As a small, rural district at the far north of the state, SVUSD aims to use our funding to provide meaningful experiences for young people to find, use, and develop their voice and strengths. Moreover, the program funding will be budgeted in a way that provides the necessary resources for our students to create, lead, and implement the type of Expanded Learning Opportunity Program that they want. At the foundation, our program collaborate with an expanding list of local partners, various organizations, high school students, and community volunteers to assist our students during homework time and during enrichment activities.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

> The ELO-P is an expansion of the ASES program. The plans coincide in order to develop a comprehensive program.
>
> The funding from the ELO-P has allowed us to expand the services offered during the school year, to include services over the summer months. Many of the staff members who are hired during the school year will now be employed over the summer months as well.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

> SVUSD currently operates a Transitional Kindergarten program. As we expand our TK services, SVUSD is recruiting, training and supporting staff with professional development for working with younger students.
>
> SVUSD will provide the staffing ratios as determined by the state. The district intends to have 1 staff member for every 20 students.
>
> SVUSD will continue to develop and implement the appropriate curriculum based on the TK standards.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Currently during the school year the TK ad K follow the same instructional day of 8:15am-2:40pm, Monday-Thursday, and 8:15am-1pm on Friday. They are then able to attend our ASES program or after school until 5:30pm.

The summer program will operate from 7:30am-5:30pm.

7:30am-9:00am   Opening/Morning Procedures

9:00am-9:15am   Breakfast

9:15am-11:30am   Math/ELA/Physical Activity Block (students rotate through stations)

11:30am-12:15pm Lunch and lunch recess

12:15pm-1:15pm   Math/ELA/Physical Activity Block (students rotate through stations)

1:15pm-2:30pm   STEAM

2:30pm-5:00pm   Elective Rotations (swim, library, sports, mountain biking, horseback riding, etc.)

5:00pm-5:30pm   Closing Procedures

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.
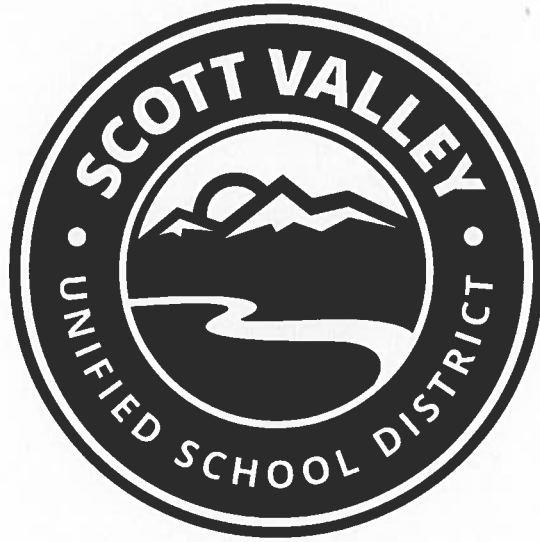
Regular Agenda

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

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 **Diane Lang-Ledbetter**

SSN _____

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.

CL-857 2/2017

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 _____
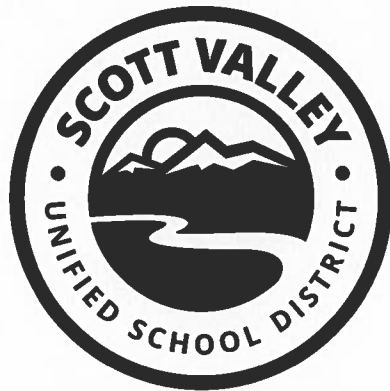
School Accountability Report Cards (S.A.R.C.)

Etna High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 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	svusd.us

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	49
Grade 10	43
Grade 11	46
Grade 12	42
Total Enrollment	180

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.1%
Male	58.3%
American Indian or Alaska Native	9.4%
Asian	1.7%
Black or African American	1.1%
Hispanic or Latino	16.7%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	11.1%
White	58.9%
English Learners	2.2%
Foster Youth	1.1%
Homeless	1.1%
Socioeconomically Disadvantaged	63.9%
Students with Disabilities	7.2%

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

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)	10.50	75.86	30.00	78.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	5.87	0.80	2.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	6.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	15.54	3.70	9.74	11953.10	4.28
Unknown	0.30	2.65	1.00	2.62	15831.90	5.67
Total Teaching Positions	13.90	100.00	38.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Local Assignment Options	2.90	1.10
Total Out-of-Field Teachers	3.10	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
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	0.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Timeless Voice, Timeless Themes [Gold], Prentice Hall (2000) Timeless Voice, Timeless Themes [Platinum], Prentice Hall (2000)		0

	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)		0
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)		0
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)		0
Foreign Language	Realidades 1, Prentice Hall (2011) Realidades 2, Prentice Hall (2011)		0
Health	Teen Health,Glenco/McGraw Hill		0
Visual and Performing Arts	Journalism Today, National Textbook Company (2000) Adobe Illustrator Adobe InDesign Adobe Photoshop		0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2023
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:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Minor roof leak in boys' lockeroom, monitoring
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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54	75	49	49	47	46
Mathematics (grades 3-8 and 11)	53	58	35	36	33	34

2022-23 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	43	40	93.02	6.98	75.00
Female	23	20	86.96	13.04	80.00
Male	20	20	100.00	0.00	70.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
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	30	28	93.33	6.67	71.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	86.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 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	43	40	93.02	6.98	57.50
Female	23	20	86.96	13.04	55.00
Male	20	20	100.00	0.00	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
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	30	28	93.33	6.67	64.29
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	54.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.33	38.67	34.81	38.07	29.47	30.29

2022-23 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	82	75	91.46	8.54	38.67
Female	37	30	81.08	18.92	40.00
Male	45	45	100.00	0.00	37.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	12	92.31	7.69	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	48	94.12	5.88	47.92
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	43	93.48	6.52	30.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	129
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30.77

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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 9	73	86	77	75	73

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.

2023-24 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0	0	7	0	0	5.6	9.4	7.8	8.2
Graduation Rate	100	97.6	93	95.7	97.9	92.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	43	40	93.0
Female	17	16	94.1
Male	26	24	92.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	22	95.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	27	26	96.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	187	185	61	33.0
Female	79	78	21	26.9
Male	108	107	40	37.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	17	16	9	56.3
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	30	30	10	33.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	4	18.2
White	111	110	38	34.5
English Learners	4	4	1	25.0
Foster Youth	2	2	1	50.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	121	119	47	39.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	15	15	6	40.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.56	4.81	11.76	1.85	5.32	9.47	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.76	0
Female	7.59	0
Male	14.81	0
Non-Binary		
American Indian or Alaska Native	11.76	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	13.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	18.18	0
White	10.81	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	14.88	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	13.33	0

2023-24 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.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	17	3	0
Mathematics	10	14	1	0
Science	9	17	1	0
Social Science	10	11	2	0

2022-23 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	138.46

2022-23 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)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$63,386
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$40,730	$47,616
Mid-Range Teacher Salary	$64,433	$75,580
Highest Teacher Salary	$81,060	$100,485
Average Principal Salary (Elementary)	$86,335	$114,067
Average Principal Salary (Middle)	$104,209	$123,622
Average Principal Salary (High)	$108,220	$125,386
Superintendent Salary	$157,237	$157,977
Percent of Budget for Teacher Salaries	22.86%	27.82%
Percent of Budget for Administrative Salaries	5.48%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

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

Subject	2021-22	2022-23	2023-24

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Scott Valley Junior High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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	Ken Dysert
Email Address	kdysert@svusd.us
School Website	svusd.us
County-District-School (CDS) Code	47-76455-6105480

2023-24 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	svusd.us

2023-24 School Description and Mission Statement

Welcome to Scott Valley Junior High School, home of the Panthers. This School Accountability Report Card is designed to provide an understanding of our school's programs, progress and needs. Scott Valley Junior High has served the communities of Fort Jones, Etna, Callahan and Quartz Valley since the fall of 1985. The school has excellent academic programs and staff who are dedicated to promoting the success of each student. Our goal is to develop students who are independent learners, critical thinkers, and responsible citizens. Our staff has focused on the social-emotional well-being of the students for the past two years, implementing several programs and supports to improve student achievement. We 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) 468-5655 with any questions or suggestions you might have.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	57
Grade 7	53
Grade 8	60
Total Enrollment	170

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
American Indian or Alaska Native	8.2%
Asian	0.6%
Hispanic or Latino	14.1%
Two or More Races	12.4%
White	60%
English Learners	0.6%
Homeless	1.2%
Socioeconomically Disadvantaged	56.5%
Students with Disabilities	9.4%

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

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)	7.50	90.88	30.00	78.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	2.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	6.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	8.76	3.70	9.74	11953.10	4.28
Unknown	0.00	0.36	1.00	2.62	15831.90	5.67
Total Teaching Positions	8.30	100.00	38.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.90	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.60	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.60	0.70
Total Out-of-Field Teachers	0.60	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	27.7	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Woodshop heater repairs in progress
Interior: Interior Surfaces	X			
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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	44	49	49	47	46
Mathematics (grades 3-8 and 11)	32	28	35	36	33	34

2022-23 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	174	166	95.40	4.60	43.98
Female	82	76	92.68	7.32	61.84
Male	92	90	97.83	2.17	28.89
American Indian or Alaska Native	15	15	100.00	0.00	13.33
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	23	92.00	8.00	43.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	43.33
White	103	97	94.17	5.83	49.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	94	94.95	5.05	34.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

2022-23 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	174	165	94.83	5.17	27.88
Female	82	76	92.68	7.32	28.95
Male	92	89	96.74	3.26	26.97
American Indian or Alaska Native	15	15	100.00	0.00	20.00
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	25	23	92.00	8.00	17.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	29	96.67	3.33	20.69
White	103	97	94.17	5.83	34.02
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	99	93	93.94	6.06	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	5.88

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.82	38.60	34.81	38.07	29.47	30.29

2022-23 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	61	57	93.44	6.56	38.60
Female	19	17	89.47	10.53	41.18
Male	42	40	95.24	4.76	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	34	31	91.18	8.82	45.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	29	90.63	9.37	34.48
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	98	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	180	178	51	28.7
Female	85	83	25	30.1
Male	95	95	26	27.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	15	15	1	6.7
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	27	26	10	38.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	22	8	36.4
White	106	105	29	27.6
English Learners	1	1	0	0.0
Foster Youth	1	1	1	100.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	105	103	31	30.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	18	18	5	27.8

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	5.41	11.59	11.67	1.85	5.32	9.47	0.20	3.17	3.60
Expulsions	0.00	0.61	0.00	0.00	0.15	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.67	0
Female	5.88	0
Male	16.84	0
Non-Binary		
American Indian or Alaska Native	13.33	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	11.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	18.18	0
White	11.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	15.24	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	38.89	0

2023-24 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.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	3	5	0
Mathematics	16	4	3	0
Science	19	2	4	0
Social Science	19	2	4	0

2022-23 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	130.77

2022-23 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)	1.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$63,386
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$40,730	$47,616
Mid-Range Teacher Salary	$64,433	$75,580
Highest Teacher Salary	$81,060	$100,485
Average Principal Salary (Elementary)	$86,335	$114,067
Average Principal Salary (Middle)	$104,209	$123,622
Average Principal Salary (High)	$108,220	$125,386
Superintendent Salary	$157,237	$157,977
Percent of Budget for Teacher Salaries	22.86%	27.82%
Percent of Budget for Administrative Salaries	5.48%	5.78%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Etna Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 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	svusd.us

2023-24 School Description and Mission Statement

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, 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); 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	15
Grade 1	15
Grade 2	21
Grade 3	22
Grade 4	20
Grade 5	24
Total Enrollment	117

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3%
Male	48.7%
American Indian or Alaska Native	6%
Black or African American	0.9%
Hispanic or Latino	7.7%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	12%
White	63.2%
English Learners	0.9%
Homeless	2.6%
Socioeconomically Disadvantaged	64.1%
Students with Disabilities	6.8%

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)	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

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)	5.50	71.43	30.00	78.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	2.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	20.78	2.60	6.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.70	9.74	11953.10	4.28
Unknown	0.60	7.79	1.00	2.62	15831.90	5.67
Total Teaching Positions	7.70	100.00	38.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.60
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2023

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			Aging windows needing to be replaced.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	46	49	49	47	46
Mathematics (grades 3-8 and 11)	34	49	35	36	33	34

2022-23 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	68	68	100.00	0.00	45.59
Female	35	35	100.00	0.00	45.71
Male	33	33	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	53.49
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	35.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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	68	68	100.00	0.00	48.53
Female	35	35	100.00	0.00	37.14
Male	33	33	100.00	0.00	60.61
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	51.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	45	100.00	0.00	37.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	34.62	34.78	34.81	38.07	29.47	30.29

2022-23 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	23	23	100.00	0.00	34.78
Female	13	13	100.00	0.00	38.46
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	26.67
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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	132	132	39	29.5
Female	63	63	19	30.2
Male	69	69	20	29.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	10	10	4	40.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	17	17	5	29.4
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	7	50.0
White	79	79	19	24.1
English Learners	2	2	0	0.0
Foster Youth	0	0	0	0.0
Homeless	3	3	1	33.3
Socioeconomically Disadvantaged	88	88	29	33.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	14	6	42.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.13	13.64	1.85	5.32	9.47	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.64	0
Female	7.94	0
Male	18.84	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	23.53	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	14.29	0
White	11.39	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	17.05	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	21.43	0

2023-24 School Safety Plan

Etna Elementary School provdies 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 thorughout 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.

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		
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	
Other	6	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$63,386
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$40,730	$47,616
Mid-Range Teacher Salary	$64,433	$75,580
Highest Teacher Salary	$81,060	$100,485
Average Principal Salary (Elementary)	$86,335	$114,067
Average Principal Salary (Middle)	$104,209	$123,622
Average Principal Salary (High)	$108,220	$125,386
Superintendent Salary	$157,237	$157,977
Percent of Budget for Teacher Salaries	22.86%	27.82%
Percent of Budget for Administrative Salaries	5.48%	5.78%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Fort Jones Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 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

2023-24 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	svusd.us

2023-24 School Description and Mission Statement

Fort Jones Elementary is a comprehensive TK-2 nd school with an onsite state preschool which serves approximately 150 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 RSP teacher, a full-time student services paraprofessional, and a part time Science teacher that we share 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, one 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 SAFE program 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	25
Grade 2	23
Grade 3	17
Grade 4	21
Grade 5	28
Total Enrollment	144

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7%
Male	49.3%
American Indian or Alaska Native	10.4%
Asian	2.1%
Black or African American	1.4%
Hispanic or Latino	8.3%
Two or More Races	8.3%
White	52.1%
Foster Youth	2.1%
Homeless	1.4%
Socioeconomically Disadvantaged	47.9%
Students with Disabilities	5.6%

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

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)	6.00	85.90	30.00	78.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	2.15	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	14.10	2.60	6.81	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.70	9.74	11953.10	4.28
Unknown	0.00	0.00	1.00	2.62	15831.90	5.67
Total Teaching Positions	7.00	100.00	38.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	December 2023

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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	60	49	49	49	47	46
Mathematics (grades 3-8 and 11)	35	35	35	36	33	34

2022-23 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	71	71	100.00	0.00	49.30
Female	38	38	100.00	0.00	50.00
Male	33	33	100.00	0.00	48.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	61.11
White	38	38	100.00	0.00	50.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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	71	71	100.00	0.00	35.21
Female	38	38	100.00	0.00	23.68
Male	33	33	100.00	0.00	48.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	38.89
White	38	38	100.00	0.00	39.47
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.71	50.00	34.81	38.07	29.47	30.29

2022-23 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	30	30	100.00	0.00	50.00
Female	18	18	100.00	0.00	50.00
Male	12	12	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
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	13	13	100.00	0.00	53.85
White	12	12	100.00	0.00	58.33
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	164	150	47	31.3
Female	84	77	18	23.4
Male	80	73	29	39.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	18	14	3	21.4
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	13	12	3	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	6	42.9
White	85	79	27	34.2
English Learners	1	0	0	0.0
Foster Youth	6	3	1	33.3
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	84	73	23	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	12	12	2	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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.32	1.22	1.85	5.32	9.47	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.22	0
Female	1.19	0
Male	1.25	0
Non-Binary		
American Indian or Alaska Native	5.56	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	7.14	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.19	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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.

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		
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	
Other	5	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 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	288

2022-23 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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$63,386
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	40.8	-20.2

Fiscal Year 2022-23 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$40,730	$47,616
Mid-Range Teacher Salary	$64,433	$75,580
Highest Teacher Salary	$81,060	$100,485
Average Principal Salary (Elementary)	$86,335	$114,067
Average Principal Salary (Middle)	$104,209	$123,622
Average Principal Salary (High)	$108,220	$125,386
Superintendent Salary	$157,237	$157,977
Percent of Budget for Teacher Salaries	22.86%	27.82%
Percent of Budget for Administrative Salaries	5.48%	5.78%

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

Scott River High

2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	450 Campus Way Etna, CA , 96027	**Principal:**	Joy Isbell, Principal
Phone:	(530) 467-5279	**Grade Span:**	9-12

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

◉ 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 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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

Last updated: 1/3/24

School Description and Mission Statement (School Year 2023–24)

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.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	5
Grade 12	4
Total Enrollment	11
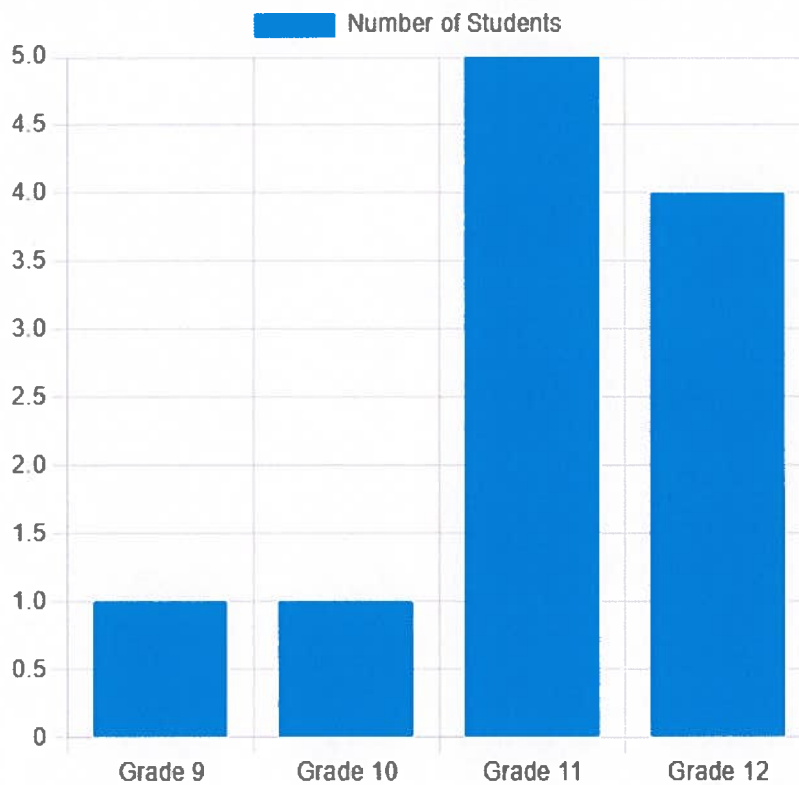
Last updated: 1/3/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	63.60%
Male	36.40%
Non-Binary	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	0.00%
Foster Youth	0.00%
Homeless	18.20%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	18.20%
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	9.10%
White	72.70%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	90.90%
Students with Disabilities	18.20%

A. Conditions of Learning

State Priority: Basic

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

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

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/Incomplete/NA	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: 1/3/24

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)	0.20	23.15%	30.00	78.63%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.80	2.15%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.60	6.81%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	75.93%	3.70	9.74%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	1.00	2.62%	15831.90	5.67%
Total Teaching Positions	1.00	100.00%	38.10	100.00%	279044.80	100.00%

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

Last updated: 1/3/24

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

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

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.50	0.80
Total Out-of-Field Teachers	0.50	0.80

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature AGS English for the World of Work AGS Life Skills English Edgenuity Online Learning?		0
Mathematics			0
	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 T axes Steck-Vaughn Personal Finance and investments Math: Fundamental Skills Statistics, Data, Analysis, and Probability		
Science			0
	Glenco, Biology (2007) Glenco, Earth Science		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	(2002) Prentice Hall Science Series, Physical, Earth and Space, and Life Science McGraw Hill, Physics Delmar, Ornamental Horticulture Delmar, Managing Our Natural Resources		
History-Social Science	PCI, U.S. History Shorts (2003) PCI, W orld History Shorts (2005) PCI Civics – Citizenship, Law , and Government Globe Fearon Understanding Economics: A Case Study Approach McDougal Littell T he 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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

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

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.

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 2023

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 2023

Overall Rating	Good

Last updated: 1/3/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	--	--	49%	49%	47%	46%
Mathematics (grades 3-8 and 11)		--	35%	36%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

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%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	0	0	0%	0%	0%

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

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

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: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

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%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	0	0	0%	0%	0%

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

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

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: 1/9/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	--	8.33%	34.81%	38.07%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/9/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	12	80.00%	20.00%	8.33%
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	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	14	12	85.71%	14.29%	8.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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

Last updated: 1/9/24

Career Technical Education (CTE) Programs (School Year 2022–23)

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: 1/9/24

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

UC/CSU Course Measure	Percent
2022–23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2021–22 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/9/24

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 2022–23)
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
9	--	--	--	--	--

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

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 2023–24)

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Dropout Rate			0.0%	0.00%	0.00%	5.6%	9.4%	7.8%	8.2%
Graduation Rate			90.9%	98.10%	97.90%	92.6%	83.6%	87.0%	86.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.
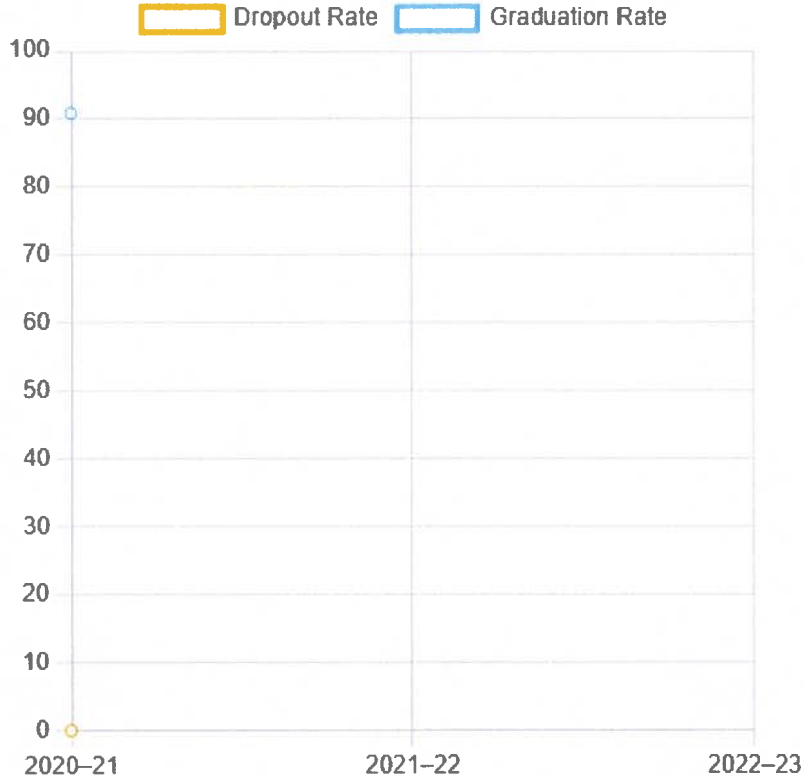
Last updated: 1/9/24

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	10	90.9%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0%
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	11	10	90.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

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.

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	26	20	18	90.0%
Female	15	12	11	91.7%
Male	11	8	7	87.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	5	4	3	75.0%
Asian	0	0	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	2	1	1	100.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	3	1	1	100.0%
White	15	13	12	92.3%
English Learners	0	0	0	0.0%
Foster Youth	0	0	0	0.0%
Homeless	5	4	4	100.0%
Socioeconomically Disadvantaged	25	19	17	89.5%
Students Receiving Migrant Education Services	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students with Disabilities	3	3	3	100.0%

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

Last updated: 1/9/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	3.23%	6.90%	3.85%	1.85%	5.32%	9.47%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.15%	0.00%	0.00%	0.07%	0.08%

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

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85%	0.00%
Female	6.67%	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	6.67%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

Last updated: 1/9/24

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: 1/9/24

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 (Secondary) (School Year 2020–21) (HIGH SCHOOL)

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) (HIGH SCHOOL)

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	3.00	4	0	0
Mathematics	4.00	2	0	0
Science	2.00	3	0	0
Social Science	2.00	5	0	0

* 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: 1/9/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	55

* 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: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.00
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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

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	$63386.00
Percent Difference – School Site and District	N/A	N/A	0.00%	0.00%
State	N/A	N/A	$7606.62	$77993.00
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: 1/9/24

Types of Services Funded (Fiscal Year 2022–23)

> 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: 1/9/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40730.00	$47615.88
Mid-Range Teacher Salary	$64433.00	$75580.34
Highest Teacher Salary	$81060.00	$100485.05
Average Principal Salary (Elementary)	$86335.00	$114066.92
Average Principal Salary (Middle)	$104209.00	$123621.77
Average Principal Salary (High)	$108220.00	$125385.54
Superintendent Salary	$157237.00	$157977.15
Percent of Budget for Teacher Salaries	22.86%	27.82%
Percent of Budget for Administrative Salaries	5.48%	5.78%

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

Bar chart showing District Amount by teacher salary category:
- Beginning Teacher Salary: ~41,000
- Mid-Range Teacher Salary: ~65,000
- Highest Teacher Salary: ~81,000

Bar chart showing District Amount by average principal salary:
- Average Principal Salary (Elementary): ~86,000
- Average Principal Salary (Middle): ~104,000
- Average Principal Salary (High): ~108,000
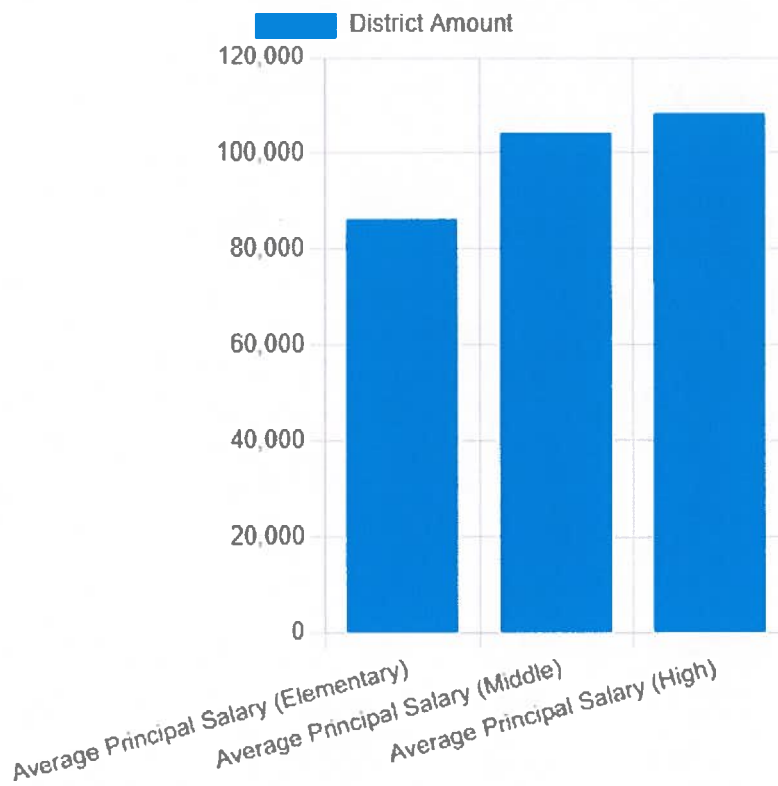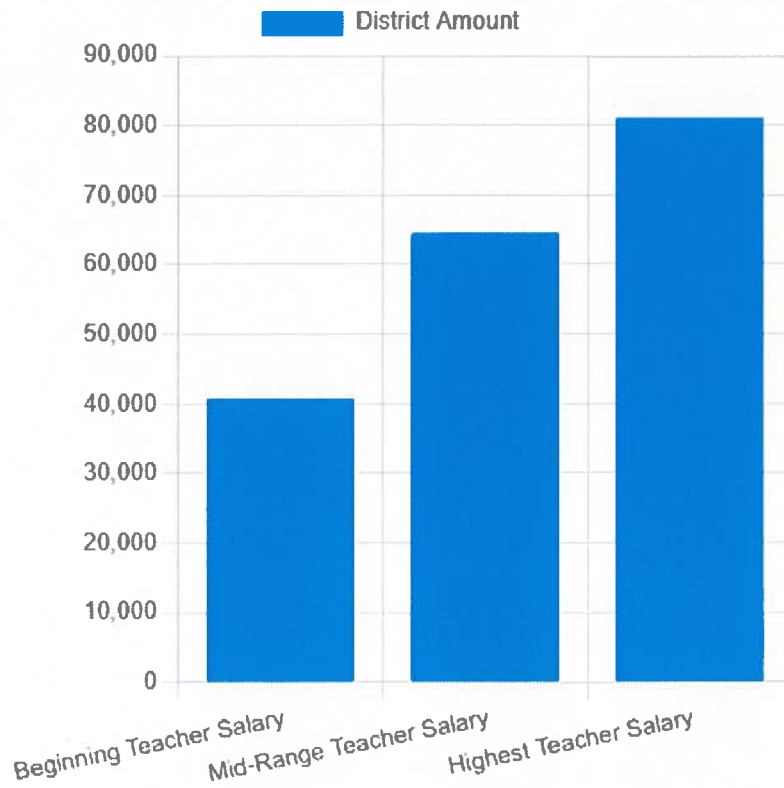
Last updated: 1/9/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37

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 2023

District Name:_____

Contact Name:_____ Phone:_____ Email: _____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 0500	Accountability		
BP 0520	Intervention in Underperforming Schools		
AR 1220	Citizen Advisory Committees		
BP 1431	Waivers		
BP 3400	Management of District Assets/Accounts		
AR 3400	Management of District Assets/Accounts		
BP 5116.2	Involuntary Student Transfers		
BP 5131.2	Bullying		
AR 5131.2	Bullying		
AR 5141.21	Administering Medication and Monitoring Health Conditions		
BP 5148.3	Preschool/ Early Childhood Education		
AR 5148.3	Preschool/ Early Childhood Education		
BP 6142.8	Comprehensive Health Education		
AR 6142.8	Comprehensive Health Education		
BP 6146.1	High School Graduation Requirements	**Fill in Blanks** _____ _____ _____	
BP 6146.4	Differential Graduation and Competency Standards for Students with Disabilities		
BP 6170.1	Transitional Kindergarten		
AR 6173.3	Education for Juvenile Court School Students		

District Name:_____

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9321	Closed Session		
E(1) 9321	Closed Session	**Fill in Blanks** _____ _____ _____	
E(2) 9321	Closed Session	**Fill in Blanks** _____ _____ _____	

CSBA POLICY GUIDE SHEET
December 2023

> 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 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

Administrative Regulation 0460 - Local Control and Accountability Plan

Regulation updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Regulation also updated to add "Timeline" section to provide greater specificity regarding required LCAP dates and recommended dates based on best practice, and reflect **NEW LAW (SB 609, 2023)** which requires districts to post the LCAP on the performance overview portion of the California School Dashboard.

Board Policy 0500 - Accountability

Policy updated to reflect that the U.S. Department of Education declined the California Department of Education's (CDE) waiver request that would have allowed for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators, resulting in the California School Dashboard no longer including any modified methods applied to state indicators and all Dashboard Alternative School Status schools being treated the same as all other schools on the Dashboard. Policy also updated to reflect **NEW LAW (SB 114, 2023)** which (1) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Board Policy 0520 - Intervention in Underperforming Schools

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) expands technical assistance based on a numerically significant student subgroup not making sufficient progress towards its local control and accountability plan (LCAP) to include identifying student subgroups that are low performing or experiencing significant disparities from other students or subgroups as identified on the California School Dashboard, (2) creates a new basis for technical assistance when the district fails to meet specified data submission requirements which includes identifying areas of strengths and weaknesses in the identified goals, actions, and services addressed in the LCAP, and reviewing the district's data management policies and collection and submission processes to ensure the submission of accurate data according to the processes and timelines established by the California Department of Education, and (3) specifies when the California Collaborative for Educational Excellence (CCEE) will consult with the district and any provider of technical assistance to determine if assistance from CCEE is necessary.

Administrative Regulation 1220 - Citizen Advisory Committees

Regulation updated to reflect **NEW LAW (SB 1057, 2022)** which exempts special education advisory committees from Brown Act requirements pertaining to open meetings, and instead requires these committees to comply with "mini" Brown Act requirements. Regulation also updated to more closely align with law and to clarify language.

Board Policy 1431 - Waivers

Policy updated to reference **NEW LAW (SB 114, 2023)** which prohibits a waiver request for transitional kindergarten and kindergarten requirements provided for in specified Education Code sections. Policy also updated to provide that advertisement of the notice for the public hearing which is required prior to the Governing Board submitting a waiver request to the State Board of Education includes publishing it on the district's website.

Board Policy 3400 - Management of District Assets/Accounts

Policy updated to reflect **NEW LAW (SB 1439, 2022)** related to conflict of interest from campaign contributions and existing conflict of interest provisions by providing that Governing Board members and district employees involved in the making of contracts on behalf of the district comply with the district's conflict of interest policy as specified in Board Bylaw 9270 - Conflict of Interest. Policy also updated to direct the Superintendent to submit reports of the district's financial status to the Board, in accordance with Board Policy and Administrative Regulation 3460 - Financial Reports and Accountability, and develop additional internal controls to strengthen fraud prevention.

Administrative Regulation 3400 - Management of District Assets/Accounts

Regulation updated to reference Governmental Accounting Standards Board's (GASB) Statement #87 regarding lease accounting and GASB Statement #96 regarding subscription-based information technology agreements. Regulation also updated to clarify that the district should utilize the California Department of Education's standardized account code structure software to develop financial reports, and that the district's accounting system should comply with generally accepted accounting principles prescribed by GASB and meet other state and federal reporting guidelines. Additionally, regulation updated to expand the list of actions that constitute fraud, financial improprieties or irregularities; separate out district and county office of education investigations; clarify that the district cooperate with the County Superintendent of Schools, Fiscal Crisis and Management Assistance Team, law enforcement, or other governmental entities that conduct a fraud investigation; and, consult legal when discussing or disclosing the result of any fraud investigation.

Board Policy 5116.2 - Involuntary Student Transfers

Policy updated to clarify that the policy only addresses involuntary transfers to other schools within the district, add that the determination of where to transfer a student who is the subject of involuntary transfer include a review of the programs to which the student may be involuntarily transferred, provide that the Superintendent or designee ensure that involuntary transfers are made in a nondiscriminatory manner, and reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** regarding legal requirements and recommended best practices governing voluntary and involuntary students transfers. Policy also updated to clarify requirements for an involuntary transfer of a student who has been convicted of a violent felony or a misdemeanor associated with possession of a firearm, an involuntary transfer to a continuation education program or class within the district, or an involuntary transfer to a community day school within the district. Additionally, policy updated to include information regarding notice and disclosure requirements.

Board Policy 5131.2 - Bullying

Policy updated to reflect **NEW LAW (AB 1078, 2023)** which requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district. Policy also updated to reference **NEW U.S. DEPARTMENT OF EDUCATION GUIDANCE** addressing discrimination, and reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying," which encourages district families to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Administrative Regulation 5131.2 - Bullying

Regulation updated to expand the definition of "cyberbullying" to reflect CSBA's policy brief, "School Safety: Bullying and Cyberbullying." Regulation also updated to add additional measures to prevent bullying as provided in **NEW U.S. SURGEON GENERAL GUIDANCE** by developing a strategic plan for school connectedness and social skills with benchmark tracking, implementing socially based educational

techniques, creating a supportive school environment that fosters belonging, and building social connection into health education courses. Additionally, regulation updated to include digital and media literacy skills in student instruction, as provided in **NEW U.S. SURGEON GENERAL GUIDANCE,** expand the responsibilities of staff as role models for students, and reflect **NEW LAW (AB 2879, 2022)** which requires a social media platform to establish a mechanism that allows any individual, regardless of whether that individual has a profile on the internet-based service, to report cyberbullying. Regulation additionally updated to reflect **NEW LAW (AB 1165, 2023)** which encourages the district to have a student who has been suspended, or for whom other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation, and the victim, to engage in a restorative justice practice suitable to address the needs of both of the students, engage the perpetrator in a culturally sensitive program, and to regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

Administrative Regulation 5141.21 - Administering Medication and Monitoring Health Conditions

Regulation updated to reference **NEW LAW (AB 1722, 2023)** which authorizes districts to hire a licensed vocational nurse following Governing Board approval that a diligent search was conducted for a suitable credentialed nurse, include definitions that pertain to new legislation, and reflect **NEW LAW (AB 1651, 2023)** which (1) includes holders of an Activity Supervisor Clearance Certificate as those for whom districts are required to provide epinephrine auto-injectors if they have volunteered to administer them in an emergency and have received training, and (2) requires schools that provide epinephrine auto-injectors to store them in an accessible location and include that location in annual notices to staff. Regulation also updated to reflect **NEW LAW (AB 1283, 2023)** which authorizes districts to provide emergency stock albuterol inhalers to school nurses or trained personnel who have volunteered, who may use the inhaler to provide emergency medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress, **NEW LAW (SB 114, 2023)** which appropriates funding to county offices of education for the purpose of purchasing and maintaining a sufficient stock of opioid antagonists for districts, **NEW LAW (AB 1166, 2023)** which provides that employees and volunteers who render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist will not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct, and **NEW LAW (AB 1810, 2022)** which authorizes a school nurse or a volunteer designated and trained to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from a health care provider and is suffering from a seizure.

Board Policy 5148.3 - Preschool/ Early Childhood Education

Policy updated to include that that the district may enroll children who are in a transitional kindergarten (TK) or kindergarten program in a California State Preschool Program (CSPP) before and/or after the regular school day in order to provide families with the option of a full-day, high-quality instructional program, and reflect **NEW LAW (SB 141, 2023)** which requires a district that offers TK to early enrollment children to concurrently offer enrollment in a CSPP, if offered by the district, and space permitting.

Administrative Regulation 5148.3 - Preschool/ Early Childhood Education

Regulation updated to reflect **NEW LAW (SB 141, 2023)** which requires a district that offers transitional kindergarten (TK) to early enrollment children to concurrently offer enrollment in a California State Preschool Program (CSPP), and to add the definition of "early enrollment child." Regulation also updated to reflect **NEW LAW (SB 141, 2023)** which revises the enrollment priorities for part-day CSPP programs, and **NEW LAW (AB 116, 2023)** which allows family fees accrued but not collected prior to October 1, 2023, to be forgiven, and not collected. Additionally, Regulation updated to reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** which provides definitions related to suspension.

Board Policy 6142.8 - Comprehensive Health Education

Policy updated to reflect **NEW U.S. SURGEON GENERAL GUIDANCE** related to (1) the importance of social connection in individual and societal health and well-being, and (2) the impact of social media on children and adolescents. Policy also updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction.

Administrative Regulation 6142.8 - Comprehensive Health Education
Regulation updated to include the requirement that if districts offer health education courses to middle or high school students the course must include mental health instruction, and to clarify that the "opt-out" right to excuse a student only applies to comprehensive sexual health education, HIV prevention education, and related assessments, and does not apply to instruction, materials, presentations, and programming that discuss specified topics including gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

Board Policy 6146.1 - High School Graduation Requirements
Policy updated to reflect **NEW LAW (AB 714, 2023)** which changes "students participating in a newcome program" to "newcomer students" for purposes of exemptions from district-adopted graduation requirements, and **NEW LAW (SB 114, 2023)** and **NEW LAW (SB 141, 2023)** which (1) specifies that the exemption for a student with a disability from all coursework and other requirements adopted by the Board that are in addition to statewide course requirements applies to a student with a disability who entered 9th grade in the 2022-23 school year, (2) revises the eligibility criteria for the exemption, and (3) provides that participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements may not be construed as a termination of the district's responsibility to provide a free appropriate public education unless the student's individualized education program team has determined that the student has completed the high school experience. Policy also updated to add to the list of permissible retroactive diplomas a former member of the military who is a resident of California and received an honorable discharge, or, a current member of the military who is a resident of California and was a resident of California when entered the military.

Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities
Policy updated to reflect **NEW LAW (SB 114, 2023) and NEW LAW (SB 141, 2023)** which (1) specifies that the exemption for a student with a disability from all coursework and other requirements adopted by the Board that are in addition to statewide course requirements applies to a student with a disability who entered 9th grade in the 2022-23 school year, (2) revises the eligibility criteria for the exemption, and (3) provides that participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements may not be construed as a termination of the district's responsibility to provide a free appropriate public education unless the student's individualized education program team has determined that the student has completed the high school experience..

Board Policy 6170.1 - Transitional Kindergarten
Policy updated to clarify that a child's eligibility for transitional kindergarten (TK) enrollment may not impact family eligibility for a preschool or childcare program and that the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year provided that upon the recommendation of the Superintendent or designee, the Governing Board determines that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Policy also updated to reflect **NEW LAW (SB 141, 2023)** which (1) requires a district that offers TK to early enrollment children to concurrently offer enrollment in a California State Preschool Program, if offered by the district and space permitting, and (2) requires any classroom that includes an early enrollment child to maintain a classroom enrollment that does not exceed 20 students and an adult-to-student ratio of at least one adult to every 10 students. Additionally, policy updated to include that average TK class size enrollment does not include students who are continuously enrolled in and meet the minimum day requirements for independent study for more than 14 school days in a school year.

Administrative Regulation 6173.3 - Education for Juvenile Court School Students
Regulation updated to reflect **NEW LAW (SB 532, 2022)** which provides, when a juvenile court school student transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements.

Board Bylaw 9321 - Closed Session

Bylaw updated to reflect appellate court ruling in *Fowler v. City of Lafayette*, which clarified that when an item is agendized in closed session based on a threat of litigation made by a person outside of an open meeting and a district official or employee receiving knowledge of the threat made a record of the statement before the meeting, that statement is required to be made available to the public. Bylaw also updated to reference accompanying Exhibit (1) for specific agenda descriptions for closed session items and accompanying Exhibit (2) for descriptions to report out of specified closed session items. Additionally, Bylaw updated for clarity, precision, and consistency.

Exhibit(1) 9321 - Closed Session

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

Exhibit(2) 9321 - Closed Session

Exhibit updated for clarity and precision, and for consistency with changes to the accompanying Board Bylaw.

SCOTT VALLEY UNIFIED SCHOOL DISTRICT
Title VI and Supplemental Programs, Unrepresented
2023-2024 Salary Schedule
Effective July 1, 2023

Range	Position	Step 1	Step 2	Step 3	Step 4	Step 5
A	Tutor (all programs except Title VI)			16.00/hour		
B	Student Workers			16.00/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: presented for approval 01/17/2024